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ABSTRACT

In response to increased scrutiny of public education and the need for counselors to quantify and legitimate their work, Grossmont College (GC) has developed an accountability model for counselors. The model prescribes the identification of the statutory requirements, institutional needs and characteristics that establish the parameters for counseling programs. It also requires its users to establish institutional goals; to help set student goals based on formal needs assessment and common developmental tasks; to develop program responses; and to establish qualitative and quantitative accountability measures for each item listed as a program parameter. In addition to describing GC's accountability model and the definitions, resources, and purposes upon which it is based, this report states the general purposes of counseling and identifies the following counselor functions: academic advising; career and personal counseling; liaison with academic divisions, other student service programs, and the community; articulation with secondary and postsecondary institutions; peer and foreign student advising; institutional maintenance; staff development; testing; and responsibilities for interns and special programs. The report also discusses some common misconceptions about the counselor's role and provides GC's counselor work schedule. The bulk of the document is composed of sample documents and explanatory notes related to the counseling functions considered in the report. (HB)

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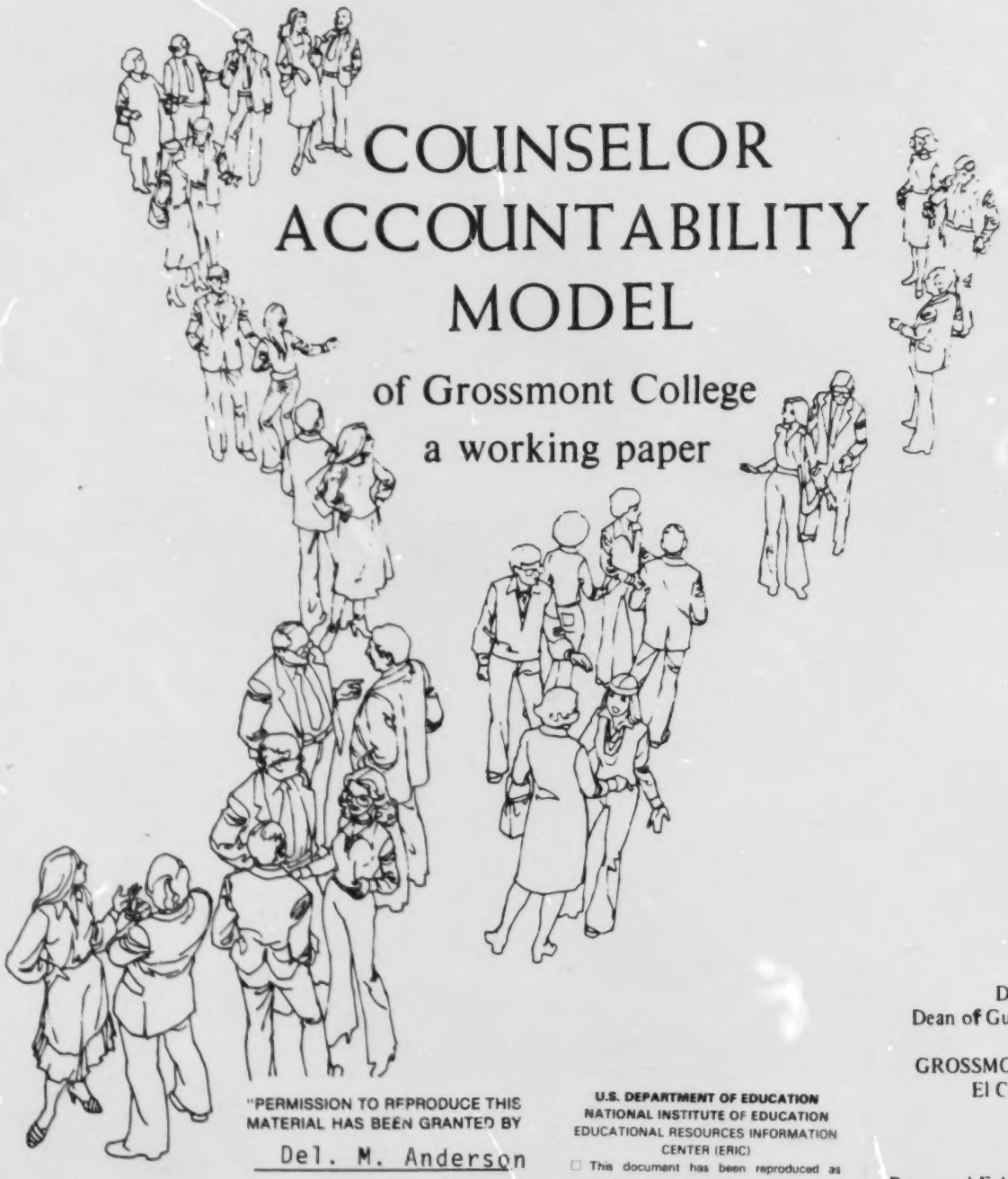
Let's make time for a heart to heart talk.



COUNSELOR ACCOUNTABILITY MODEL

of Grossmont College

a working paper

Monograph by

Del M. Anderson
Dean of Guidance Services

GROSSMONT COLLEGE
El Cajon, California

Presented February 13, 1981
CPGA Convention - San Diego

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PROLOGUE

The writer wishes to emphasize the subtitle, "a working paper". The ideas and material represent a beginning and should not be considered as a definitive work. The paper is presented as one way to help others start to think about accountability and presents one way of beginning a system.

Monograph on Counselor Accountability

Introduction

During the past several years, public institutions have become increasingly concerned about developing methods of accountability to legislative bodies, elected officials, Governing Boards and to the general public. A number of socio-political factors have converged to make accountability a public issue that spans all of our social, political and educational institutions. Institutions of higher learning are on the cutting edge of this social phenomenon. Inflation, revolting taxpayers and declining test scores are among the factors which now cause us to reflect on our purposes and how well we perform them.

This paper describes a "working model" for accountability in one segment of an institution of higher learning: Counseling in a Community College. The counseling function has two historical trends that increase the need for development of accountability systems. First, counseling is only vaguely understood by teaching faculty, administrators and the public. Second, counselors, along with other human service professionals, have resisted quantification of their work and documenting outcome of their professional activities. It is now time to reverse these historical trends. This paper represents a modest start in that direction.

Accountability Defined

A typical definition of accountability includes: (1) setting correct goals, (2) evaluating their degree of achievement, and at what price, (3) presenting and interpreting this information to the public and (4) accepting responsibility for any results that are perceived inadequate.[1]

The Counseling Staff and the Dean of Guidance Services of Grossmont College identified the following needs which led to the formulation of this model:

[1] Mehrens, William A. and Lehmann, Irvin J., Standardized Tests in Education; Holt, Rinehart and Winston, N.Y., 1980, p. 262.

1. the need to understand and meet changing student needs;
2. the need to know performance level of counselors in quantitative and qualitative terms;
3. the need to assure an equitable division of labor among counselors;
4. the need to help other segments of the campus understand the counseling function;
5. the need to speak authoritatively about counselor performance to teaching faculty, administrators, the Board of Trustees and the public;
6. the need to plan for utilization of staff time and other resources.

Attention to these needs led to the combining of a system of accountability for counseling and management information system for establishing objectives, planning and evaluation.

Survey of the Literature

A survey of the literature on accountability yielded a number of excellent volumes on the need for accountability and various theoretical approaches. Most of these books and articles were published between 1969 and 1973. Most materials located are highly theoretical and few address the application of accountability to counseling in general, or to counseling in community colleges specifically.

The bibliography lists those documents that have been helpful for this paper. The utility of the documents is mostly theroretical and philosophical. The basic problems for most people who want to establish accountability procedures are:

(1) how to "harness" the workable techniques they already have,

(2) how to build a conceptual framework under the existing techniques,

(3) how to develop new techniques congruent with the emerging conceptual framework.

The bibliography lists two excellent resources:

(1) Henry F. Bersky, Dean of Student Development at Prince George's Community College has a well developed model which was presented at the American College Personnel Association Convention in 1980.

(2) L. H. Browder's Developing an Educationally Accountable Program is the best overall treatment on the concept of accountability and provides nine workable models which may be applied to any emerging accountability system.

Philosophy

The philosophical base for counseling in community colleges is derived from several premises inherent in learning theory, the open-door policy, the codes of ethics of the various human care professionals, administrative law and the culture of individual community colleges. The counseling program at Grossmont College subscribes to the following as a statement of philosophy regarding accountability in the counseling program:

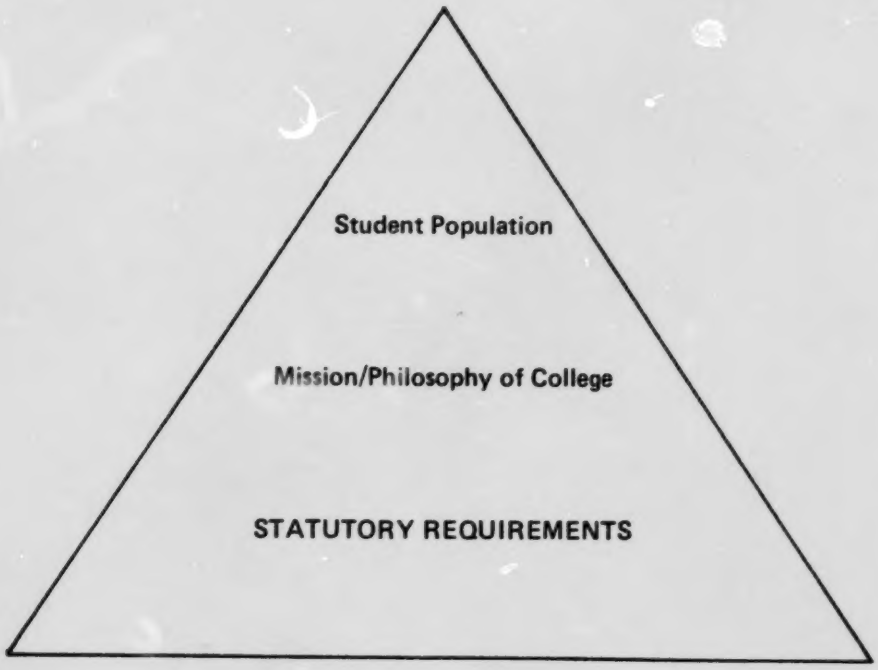
1. The counseling staff wishes to be attentive to existing and developing student needs, and to provide services that respond to life cycle development of adult learners.
2. The counseling staff wishes students, faculty, administration, Board members and the public at large to understand the purposes and accomplsihments of counseling at Grossmont College.
3. The counseling staff wishes to fulfill its counseling role in an atmosphere of mutual trust and respect with the faculty and administration.
4. The counseling staff wishes to be accountable to students and student services administrators for the program and services outlined in this monograph.
5. The counseling staff wishes to be accountable to the elected Governing Board and the public at large for the cost-effective expenditure of public funds to meet program and service objectives described in this monograph.

The Model

The Counseling Accountability Model for Grossmont College serves the dual purpose of an accounting system and a mangement information system. The model was developed jointly by the Dean and the counseling staff and both have full access to the information generated from the model. The model addresses two fundamental questions: "Accountable to whom?"
"Accountable for what?"

TABLE I

PART "A" OF GROSSMONT COUNSELOR ACCOUNTABILITY MODEL



Counseling in the community colleges in California is mandated by law. The Education Code of California and Title V of the Administrative Code specify the requirement for counseling, training and mandating of certain counseling functions.

The model begins with the statutory requirements and proceeds through several layers through "student population".

The "A" part of the model, shown in Table I, is designed to account not only for the statutory requirements which institutions have in common, but also the variables that make institutions "different", such as population demographics. The counseling staff in urban colleges would be expected to generate programs and services that are different from those in a suburban or rural college, for example.

The hierarchical chart shown in Table I allows for the addition of other factors which may influence an institutional model. The three variables shown represent the minimum requirements any model should address.

TABLE 2

PART "B" OF GROSSMONT ACCOUNTABILITY MODEL

PROGRAM PARAMETERS	STUDENT TASKS	PROGRAM RESPONSES	ACCOUNTABILITY METHODS QUALITATIVE/QUANTITATIVE
I. Statutory Requirements			
II. Mission/Philosophy			
III. Student Population			

Part "B" of the model (Table 2) takes each variable in Part "A" and integrates it with selected program parameters such as developmental tasks of students, program responses and qualitative and quantitative accountability measures. The two parts of the model become one as they are integrated and form the conceptual base for the Grossmont College Model for Counselor Accountability. (Table 2)

Application and Process of The Model

Application of the model requires the user to (1) establish institutional goals, (2) establish goals for students based upon formal assessment of their needs and common developmental tasks, (3) develop program responses based on (1) and (2) above and, (4) to make extant the activities designed to measure outcomes. The model requires the user to complete the process for each item that he/she lists as a program parameter. For example, the illustration shown in Table 3 addresses two items that are statutory requirements.

An adaptation of one of Browder's nine "variations on the accountability themes" best describes the process utilized in developing this model.[2]

Variation 4

Dean establish mission profile on goals/performance objectives.

Dean and counselors determine an accountability chart delineating responsibilities and conditions.

Dean and counselors develop an evaluation system that:

(1) Specifies performance criteria
(2) Identifies performance indicators
(3) Designs measuring instrument.

Counselors complete tasks.

Task performance evaluation (data gathered and interpreted).

Reviewers (Dean and Vice President) determine their level of confidence in:

(1) The results.
(2) The counselors (optional).

Reviewers make known their findings.

[2] Browder, L. H. J., et al, Developing an Educationally Accountable Program, McCutchan Publishing Corporation, Berkeley, California, 1973, pp. 55-57.

TABLE 3: Application of Grossmont Counseling Accountability Model

COUNSELING ACCOUNTABILITY MODEL

1. Statutory Requirements	Student Tasks	Program Response	Accountability Methods: Qualitative	Accountability Methods: Quantitative
1. Counsel New and Prospective Students	1. Learn Physical Environment 2. Establish Class Schedule 3. Learn Campus Resources 4. Negotiate Registration 5. Negotiate Bureaucracy 6. Develop Affective New Relationships 7. Manage Anxiety	1. New Student Orientation 2. Campus Tour 3. Group Academic Advising 4. Individual Appointments 5. Registration Video Tape 6. Peer Advising 7. Personal Counseling and Referral 8. Advocacy 9. Personal Development Groups	1. Administrative Assessments 2. Improvement Survey 3. Orientation and Registration Committee Assessment 4. Staff Discussion 5. Formal Evaluation	1. Number of Students Served A. Orientation B. Individual Appointments C. Group Counseling D. Drop In Lobby E. Phone Counseling
2. Counsel Continuing Students A. Academic Advising B. Career Counseling C. Personal Counseling D. Transfer Information E. Academic Probation	1. Establish Goals 2. Manage Home, Time, Pass Courses 3. Search for Personal Values (Assessment) 4. Manage Personal Relationships	1. Individual Counseling 2. Group Academic Advising 3. Personal Development Group 4. Occupational Preparation Guide 5. Publicize/Refer to Campus Resources 6. Advocacy 7. Services for Target Population A. Academic Probation B. Undecided Majors C. New Students 8. Task Orientation Committee	1. Administrative Assessment 2. Informal Appraisal	1. Number of Students Served 2. Student Evaluation of all Counseling Appointments 3. Student Evaluation of PD's 4. Follow-up on Student Survey 5. Needs Assessment 6. Annual Statement of Goals to VP 7. Year End Report to VP

Definition of Counseling Functions

The general purposes of counseling may be stated as follows:

(1) to help students assess their own talents and interests and relate them to educational programming and to career alternatives (academic and career counseling).

(2) talk out with students the stresses they are undergoing and help them to reason out courses of action consistent with their values and goals and the purposes of the college (personal counseling).

The following functions have been identified by surveying systematically students' self-reported counseling needs, reviewing institutional goals and objectives and analysing historical counseling workload reports.

1. Academic Advising includes both individual and group advising for new and returning students, continuing students, students planning transfer to four-year institutions, students on academic or lack-of-progress probation, students with special identifiable needs, such as veterans, minority groups, women, adult re-entry, etc. Sample documents shown in Section A of the Appendix.

2. Career Counseling includes individual and group counseling, Personal Development (P.D.) courses taught by counselors, Guidance Information System (G.I.S.), a computerized system, administration and interpretation of vocational and guidance tests, assistance with maintenance of the Career Information Center. Sample documents contained in Section A of the Appendix.

3. Personal Counseling includes crisis intervention, short-term counseling for student-identified personal problems, or referrals from faculty and administration. Personal counseling is also conducted in groups for selected problems where group methods are preferred and the need is widespread. See Section B of Appendix for sample of P.D. courses.

4. Liaison with Academic Divisions - Responsibilities include attendance at division meetings, individual consultation with faculty and Deans, monitoring program changes, assessment, advising and/or referral on student problems. See Section C of the Appendix for sample documents.

5. Articulation with Institutions of Higher Learning includes developing and maintaining up-to-date course equivalency lists and formal articulation agreements with four-year colleges to which students transfer (all campuses of the University of California, all campuses of The California State University and Colleges, independent colleges such as the University of San Diego, University of Southern California, Brigham Young University, etc., developing planning sheets for student use, "trouble-shooting" inter-institutional problems, advocacy for problems identified by transfer students, follow-up interviews with transfer students (UCSD and SDSU only, 50% of transfers), plan and host UCSD and SDSU visits on campus, plan and host annual College Information Fair. See Section D of the Appendix for sample documents.

6. Articulation With High Schools includes high school visitations (all district schools) each semester by team headed by a counselor and including Admissions and Records, Financial Aids, EOPS; participation in high school Career Day (or night). Assignments are made for individual counselors to serve as liaison to each public and private high school in the District. See Section C of the Appendix for sample documents.

7. Institutional Maintenance - Responsibilities include committee assignments within the Division and institution-wide, members and officers of Faculty Senate. See Section E of the Appendix.

8. Staff Development - weekly staff meetings, activities planned by counseling staff development committee, attendance and participation in local, state and national conferences.

9. Peer Advising Program - Responsibilities include participating in the training and utilization of student workers in orientation, registration and student services programs.

10. Foreign Student Advising - Responsibilities include academic, career and personal counseling, maintaining knowledge of Immigration and Naturalization Service (INS) requirements and assisting with other special needs of foreign students.

11. Testing includes administration and interpretation of interest, vocational and personality tests associated with the counseling function.

12. Liaison to Other Student Services Programs includes both formal and and informal liaison to programs for minority students, veterans, EOPS, Adult Re-Entry, handicapped students, etc.

13. Interns - Responsibilities include selection of interns, developing and maintaining an educational plan, serving as mentor, consultation with four-year educational institutions.

14. Community Liaison includes responsibility for visiting selected community agencies and organizations to which students may be referred, maintaining up-to-date referral sources and communicating goals of the college to community organizations.

15. Special Programs includes responsibility for developing and/or participating in new and emerging programs emanating from grant proposals, individual innovations, etc.

Some Misconceptions About Counseling

The misunderstanding of counseling seems to be one of its many "occupational hazards". An accountability model should not only make extant those functions and services provided by counselors, but also should address any misinterpretations that others hold about counseling. At Grossmont College, there are a number of misunderstandings about counseling which are addressed below:

1. Counselors do not place students in classes. Students in college are considered to be adults, with all the responsibilities incumbent upon adult learners. It is the counselors' responsibility to:

(a) assist students in exploration of options available to them,

(b) make recommendations consistent with their knowledge and experience,

(c) assist students in making decisions that are congruent with their personal and educational goals, and

(d) assist students in learning to take responsibility for the decisions they make.

Counselors do advise students of institutional requirements such as general education, preparation for the major, and degree and certificate requirements. Counselors often recommend elective or clusters of courses that may make the student "more employable" or complement the student's major coursework or developmental needs. In all cases, such information is advisory.

2. Counselors do not practice clinical or long-term psychotherapy. Students experiencing personal crises are seen for short-term crisis intervention which may involve three to five visits. Students in need of long-term psychotherapy are referred to community mental health facilities. The staff maintains a standing committee for the purpose of visiting and evaluating community services and for the purpose of maintaining professional contact with them.

3. Counselors do not decide majors/programs for students. Counselors assist students in evaluating their talents and interests and how they relate to careers, majors, life styles, etc. Many students and faculty criticize counselors for their unwillingness to make decisions for students.

Counselors are on very stable educational and philosophical ground in declining to make such decisions. While counselors gladly assist students in this process, the final decision properly rests with the student. Making decisions and taking responsibility for them is part of the underlying foundation of a democratic society. What a student does with his or her life is too important to be left to counselors.

Counselor Work Schedule

The duties and responsibilities in the preceding section have evolved over a period of years and represent shared goals of the counseling staff and student services administration. The counseling staff, with concurrence of the Dean, determine which duties must be performed by all staff; the remainder are determined on the basis of choice or individual interest. If duties are unassigned after this process, the Dean meets with an advisory committee (standing committee) and negotiates assignments on the basis of department needs and the skills and workload of individual counselors. The Dean presents the final work schedule to the staff and formally asks for comments and/or concurrence on the Annual Work Schedule. The work schedule is adopted and becomes the standard by which individual counselors are evaluated.

The days and hours counselors work are determined in a similar manner. The counselor contract is 193 contract days. Each counselor submits a tentative schedule of the hours and the 193 days he/she wishes to work. These may be changed during the year with the Dean's approval. The staff and Dean agree on the days in which all counselors must be on duty - new student orientation, registration, program advising, etc. These are called "All Hands" days. The Dean reviews the requests against the previous year's statistics to insure adequate coverage and approves the work schedule. If coverage is not adequate, the schedule is re-negotiated. In all cases, the Dean reserves the right to revise counselor work schedules to meet student needs.

The remainder of this monograph is devoted to sample documents referred to in the preceding narrative.

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APPENDIX

SECTION	NOTES ON	SAMPLE DOCUMENTS
A	ACADEMIC AND CAREER ADVISING	Career Decision-Making Letter (5/19/79) Group Academic Advising for Transfer Students (letter and schedule) Academic Probation Letter and Self Referral Chart Pre-Probationary Letter (Early Alert) and Self Referral Chart Preparation for Major for Transfer (Business Admin.)
B	PERSONAL DEVELOPMENT (PD) OFFERINGS	SPRING 1981 Listing
C	COUNSELOR LIAISON TO ACADEMIC DIVISIONS AND HIGH SCHOOLS	Counselor Liaison Model Semester Report of Articulation Activity (counselor form) Semester Report of Liaison with Divisions Liaison Assignments, 1980/81 Memo to Teaching Faculty with 1980/81 Schedule Feeder High School Contacts - Fall 1980
D	CSUC PLANNING SHEET AND ARTICULATION AGREEMENTS	CSUC Planning Sheet UCSD Articulation Agreement, 1980/81
E	INSTITUTIONAL MAINTENANCE	Report of Committee Activity Goals and Methods (Side A and Side B)
F	ASSESSMENT OF STUDENT NEEDS	Needs Assessment (New Students) Orientation Survey Results (Fall 1979) Workshops Offered in Response to Needs Assessment
G	STUDENT EVALUATION OF COUNSELING	Student Evaluation/Appointment Card Summary of Student Evaluations
H	DATA COLLECTION AND PROJECTIONS	Monthly Statistics Report for Counseling Center Monthly Statistical Report for Counseling Center (graph) - 1980/81 and 1979/80 The Counseling Function (How Counselors Spend Their Time Counselor Work Schedule (adopted 10/22/80) Survey of Retention in Counseling PD Groups Fall 1979, Spring 1980, Fall 1980 Evaluation of Existing Services (New Student Advising/Registration Evaluation Form)

APPENDIX -- SECTION A

NOTES ON ACADEMIC AND

CAREER ADVISING

Academic and career advising consist of a wide range of individual and group counseling techniques for both two-year vocational majors and transfer students. Sample documents show three data-driven direct mail techniques and a sample preparation guide for the Business Administration major at San Diego State University, our primary transfer institution.

Data-Driven Direct Mail. This technque uses computer-generated address labels for target students such as undecided majors, probationary and pre-probationary, adult re-entry, ethnic minorities, etc. The technique requires close cooperation between Counseling, Admissions & Records and Data Processing. The mailings are handled by the Counseling Center office staff and are mailed at the "bulk rate". The system can accommodate the "data mailer" procedure in which the entire mailer, including address labels, is completed by the computer. This process increases the mailing cost of each letter.

Early results are mixed with a slow start in the first attempt and progressively increased attendance with each mailing.

Preparation for the Major. A planning sheet is developed for each major in which a signficant number of students transfer to San Diego State University (775 in 1979/80). Counselors use the planning sheets in individual and group advising sessions. Students may also pick them up in the Counseling Center office without an appointment. In the future, these handouts may be computer-generated by student access to computer terminals.

These planning guides are developed, monitored and updated by the "Articulation Committee" comprised of counselors.

SAMPLE DOCUMENT: CAREER DECISION-MAKING LETTER

GROSSMONT COLLEGE
8800 GROSSMONT COLLEGE DRIVE·EL CAJON·CALIFORNIA 92020·TELEPHONE (714) 465-1700

May 15, 1979

Dear Student:

The Admissions Office has indicated to me that you have not yet selected a major at Grossmont College. If you are in the process of trying to decide on a goal for yourself, I invite you to participate in a short-term class designed especially for people in the process of career choice and change.

During the second eight weeks of the semester, I will offer a 1-unit course, Vocational Decision Making, meeting eight Wednesday mornings from 9 to 10:50. By using surveys, exercises, and group discussions, you will have opportunity to explore your interests, values, abilities, and personality style. I will then help each of you put this information together and identify two or three possible career goals that you might consider. Each of these possibilities can then be evaluated with regard to training requirements, physical demands, employment outlook, salary, opportunities for advancement and growth, and other advantages and disadvantages.

Choosing a career is a challenging process, especially now when employment conditions are constantly changing. If you like the idea of a systematic approach, undertaken in a congenial setting, this class may be just what you want. If you cannot attend the class, you might also consider making an appointment for individual career counseling with any of the Grossmont College counselors.

I look forward to working with you.

Sincerely,

Karen E. Shaver

Karen E. Shaver
Counselor

Class Data:

Personal Development 110 (1543): The World of Work: Vocational Decision Making, 1 unit, Wednesdays, 9 - 10:50 a.m.
Room 115, Counseling Center
Registration accepted through the Admissions Office and at the first class meeting, if space permits.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

SAMPLE DOCUMENT: GROUP ACADEMIC ADVISING FOR TRANSFER STUDENTS

GROSSMONT COLLEGE
8800 GROSSMONT COLLEGE DRIVE·EL CAJON·CALIFORNIA 92020·TELEPHONE: (714) 465-1700

November 26, 1980

SUBJECT: GROUP ADVISING FOR SDSU TRANSFERS

Dear Student:

Our records indicate you have completed 30 or more units and that you are interested in transferring to a four-year institution for one of the majors listed below:

PHYSICAL SCIENCES

Astronomy	Geology	Physical
Chemistry	Physics	Sciences

The Counseling staff wishes to be of assistance to you in your educational and career planning. Group advising for your area of interest is scheduled:

Wednesday, December 10	6:00 - 7:00 PM	Rooms 115-116
Thursday, December 11	10:30 -11:30 AM	Rooms 115-116

To transfer, a grade point average of at least 2.00 is required. You may transfer when you have completed 56 transferable units, or at any time if you were eligible from high school. If you are considering transfer to SDSU, this is an opportunity for you to learn what you should be doing NOW to insure a smooth transition when you transfer. SDSU will have new general education requirements beginning Fall, 1981. If you have not seen these new requirements, they will be discussed at these meetings.

Grossmont College counselors will review general education requirements, courses needed in preparation for the majors and explain certification of general education courses taken at Grossmont College. Representatives from the programs at SDSU have been invited to answer your questions about the various majors and career opportunities in them.

Please do not miss this opportunity to develop plans for a smooth transfer to San Diego State. The complete schedule of academic advising for SDSU transfers is on display in the Counseling Center, the Learning Resource Center (Library) and in the Student Center.

Sincerely,

Del M Anderson

Del M. Anderson
Dean of Guidance Services

(SEE REVERSE SIDE FOR COMPLETE SCHEDULE)

SAMPLE DOCUMENT: GROUP ACADEMIC ADVISING FOR TRANSFER STUDENTS

GROSSMONT COLLEGE - COUNSELING CENTER
Rooms 115-116
FALL - 1980

Guidance Services
Let's make time for a heart to heart talk.

GROUP ACADEMIC ADVISING FOR TRANSFERS TO
SAN DIEGO STATE UNIVERSITY

WEDNESDAY 6:00-7:00 PM	THURSDAY 10:30-11:30 AM	SDSU MAJORS		COUNSELOR/ COORDINATOR
		BEHAVIORAL SCIENCES AND SOCIAL SCIENCES		
October 8	October 9	Anthropology Psychology Sociology Social Welfare Economics	Geography History Social Sciences Political Sciences	Bill Hansen Virginia Steinbach
		BIOLOGICAL SCIENCES AND HEALTH SCIENCES		
October 15	October 16	Biology Botany Microbiology Zoology Pre-Dental	Pre-Medical Pre-Veterinary Nursing Speech Pathology & Audiology	Al Cano Larry Coons
		BUSINESS		
October 22	October 23	Accounting Finance Information Systems Insurance	Management Marketing Real Estate	Harry Cousineau Larry Woodward Penny Wright, SDSU Theresa Ford
		ENGINEERING & MATHEMATICS & COMPUTER SCIENCE		
October 29	October 30	Aerospace Civil Electrical Electronics	Mechanical Mathematics Computer Sciences	Chuck Stanley Shirl Collamer
		ENGLISH & COMMUNICATION ARTS		
November 5	November 6	English Journalism Telecommunications & Film		John Feare Claudia Thompson
		FINE ARTS		
November 12	November 13	Art	Music	Adele Chandler
		HOME ECONOMICS & EDUCATION		
November 19	November 20	Child Development Food & Nutrition Home Economics	Liberal Studies Elementary Education Secondary Education	Susan Lucas Joanne Prescott
		PHYSICAL EDUCATION & RECREATION		
December 3	December 4	Physical Education	Recreation	Chuck Williams
		PHYSICAL SCIENCES		
December 10	December 11	Astronomy Chemistry Geology	Physical Sciences Physics	Larry Coons Michael Sweeley

REV. 9/15/80

SAMPLE DOCUMENT: ACADEMIC PROBATION LETTER AND SELF-REFERRAL CHART

March 9, 1981

Dear Student:

Our records indicate you are on academic probation. State regulations require that we provide counseling services designed to assist students who are on academic probation (less than 2.0 grade point average). More importantly, the Counseling staff wishes to be of assistance in helping you to identify and overcome any difficulties which prevent you from meeting your personal and educational goals.

Our experience indicates there are a variety of reasons why students are on academic probation. Some of these reasons, along with recommendations and campus resources, are described on the reverse side. If you have not already scheduled an appointment with a counselor, we invite you to use this information as a guide to finding the resources most appropriate for your needs.

If you do not see yourself in any of the situations described, a counselor is available to discuss your unique situation and make recommendations. Call (or stop by) the Counseling Center, 465-1700, Ext. 275, for an appointment. The Center is located in the Administration Quad.

Sincerely,

Del M. Anderson

Del M. Anderson
Dean of Guidance Services

DMA:lea

POSSIBLE CAUSES	RECOMMENDATION	LOCATION
1. Conflict between job, school and family responsibilities.	1. Counseling. A counselor can assist you in: (a) establishing your goals and priorities. (b) establishing a workable study load and schedule to meet your personal needs.	1. Referral. Counseling Center - call Ext. 275, or stop in the Counseling Center and arrange an appointment.
2. Uncertainty about personal goals.	2. Counseling. A counselor can assist you in determining the values and goals that are most important to you. Once focused, you can effectively channel your energies.	2. Referral. Counseling Center - call Ext. 275 or stop in the Counseling Center and arrange an appointment.
3. Personal and family problems.	3. Counseling. These problems may be discussed in confidence with a professional counselor who may assist you in resolution of these problems or in finding resources in the community.	3. Referral. Counseling Center located in the Administrative Quad. Call Ext. 275 or stop in the Center for an appointment.
4. Inability to decide on a major, or area of study.	4. Counseling. The decision on the choice of a career is one of your most important life decisions. The counseling staff provides: (a) career counseling (b) credit courses in how to decide on a career (c) Career Information Center.	4. Referrals: (a) Counseling Center - call Ext. 275 for an appointment. (b) Consult the Class Schedule for Personal Development courses for college credit. (c) Visit the Career Information Center for an orientation.
5. Deficiencies in basic skills such as: reading writing mathematics	5. Testing. Skills can be developed. There are tests which will help you identify your specific strengths and weaknesses in learning skills.	5. Referral Take a learning skills test (Reading, Writing, Mathematics, Study Skills, etc. Call Tutoring Center (LRC), Ext. 486, for appointment.
6. Deficiencies in one subject area such as: math, accounting, etc.	6. Tutoring. If you are having difficulty in one subject area or discipline, tutoring is available.	6. Referral. Tutoring Center, located in the Learning Resource Center (LRC), Ext. 486.
7. Lack of motivation or lack of ability.	7. Counseling. Many students lack the motivation or ability to complete the minimal expectations. For these, college is an unrealistic expectation. Many students leave school and return at a later date when they are more committed to college.	7. Referral. A counselor will discuss your interests and recommend alternatives to college if you cannot manage college work. Call Ext. 275 or stop in for an appointment.
8. Poor study skills.	8. Personal Development Groups. Improved study skills can increase your learning. Short term courses or individual assessment are available.	8. Consult the Class Schedule or Counseling Center office.

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1/14/81
Rev. 2/3/81

SAMPLE DOCUMENT: PRE-PROBATIONARY LETTER (EARLY ALERT)
AND SELF-REFERRAL CHART

March 9, 1981

Dear Student:

Our records indicate your grade point average has dropped below 2.0. You may be aware that a grade point average of less than 2.0 may result in your being placed on academic probation (see page 40 of the catalog). The purpose of this letter is to let you know of services available to you before you are placed on probation. We realize there are a number of reasons why your GPA may be below a 2.0 and perhaps you have already taken steps to improve your grades.

The Counseling staff wishes to be of assistance in helping you to identify and overcome any difficulties which prevent you from meeting your personal and educational goals.

Our experience indicates there are a variety of reasons for low grades. Some of these reasons, along with recommendations and campus resources, are described on the reverse side. If you have not scheduled an appointment with a counselor, we invite you to use this information as a guide to finding the resources most appropriate for your needs.

Even if you do not see yourself in any of the situations described on the reverse side, a counselor is available to discuss your unique situation and make recommendations. Call (or stop by) the Counseling Center, 465-1700, Ext. 275, for an appointment. The Center is located in the Administration Quad.

Sincerely,

Del M Anderson

Del M. Anderson
Dean of Guidance Services

DMA:lea

POSSIBLE CAUSES	RECOMMENDATION	LOCATION
1. Conflict between job, school and family responsibilities.	1. Counseling. A counselor can assist you in: (a) establishing your goals and priorities. (b) establishing a workable study load and schedule to meet your personal needs.	1. Referral. Counseling Center - call Ext. 275, or stop in the Counseling Center and arrange an appointment.
2. Uncertainty about personal goals.	2. Counseling. A counselor can assist you in determining the values and goals that are most important to you. Once focused, you can effectively channel your energies.	2. Referral. Counseling Center - call Ext. 275 or stop in the Counseling Center and arrange an appointment.
3. Personal and family problems.	3. Counseling. These problems may be discussed in confidence with a professional counselor who may assist you in resolution of these problems or in finding resources in the community.	3. Referral. Counseling Center located in the Administrative Quad. Call Ext. 275 or stop in the Center for an appointment.
4. Inability to decide on a major, or area of study.	4. Counseling. The decision on the choice of a career is one of your most important life decisions. The counseling staff provides: (a) career counseling (b) credit courses in how to decide on a career (c) Career Information Center.	4. Referrals: (a) Counseling Center - call Ext. 275 for an appointment. (b) Consult the Class Schedule for Personal Development courses for college credit. (c) Visit the Career Information Center for an orientation.
5. Deficiencies in basic skills such as: reading writing mathematics	5. Testing. Skills can be developed. There are tests which will help you identify your specific strengths and weaknesses in learning skills.	5. Referral Take a learning skills test (Reading, Writing, Mathematics, Study Skills, etc. Call Tutoring Center (LRC), Ext. 486, for appointment.
6. Deficiencies in one subject area such as: math, accounting, etc.	6. Tutoring. If you are having difficulty in one subject area or discipline, tutoring is available.	6. Referral. Tutoring Center, located in the Learning Resource Center (LRC), Ext. 486.
7. Lack of motivation or lack of ability.	7. Counseling. Many students lack the motivation or ability to complete the minimal expectations. For these, college is an unrealistic expectation. Many students leave school and return at a later date when they are more committed to college.	7. Referral. A counselor will discuss your interests and recommend alternatives to college if you cannot manage college work. Call Ext. 275 or stop in for an appointment
8. Poor study skills.	8. Personal Development Groups. Improved study skills can increase your learning. Short term courses or individual assessment are available.	8. Consult the Class Schedule or Counseling Center office.

SAMPLE DOCUMENT: PREPARATION FOR MAJOR FOR TRANSFER

Grossmont College
1980-81 Catalog. These requirements subject to change in 1981-82.

BUSINESS ADMINISTRATION

S.D.S.U.	S.D.S.U. Course Title	GROSSMONT
Bus. Adm. 140	Business Law	Business 125
Bus. Adm. 180	Principles of Information Systems	Computer Sci. (109 & 110)
Bus. Adm. 210A	Accounting Fundamentals	Business 120
Bus. Adm. 210B	Accounting Fundamentals	Business 121
Bus. Adm. 231	R.E. Principles & Practices	(**Real Estate 190-191 Cuyamaca College)
Bus. Adm. 280	Cobol Programming	***Comp. Science 130
Bus. Adm. 290	Written Communications in Business	Business 128
Economics 101	Principles of Economics	Economics 120
Economics 102	Principles of Economics	Economics 121
Math 119	Elementary Statistics	Math 160
Math 120 or Math 150	Mathematics for Business Analysis	Math 140 or 180

** Additional requirements for Real Estate majors

*** Additional requirements for Information Systems majors

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NOTE: These planning sheets represent the best information available at the time of printing and are researched and updated each year.

Please note (page 171 SDSU, 1979-80 catalog) that students who plan to declare Business Administration as their major MUST earn a grade of "C" or better in all "preparation for the major" courses.

APPENDIX -- SECTION B

PERSONAL DEVELOPMENT (PD) OFFERINGS - SPRING 1981

Personal Development courses are group counseling sessions which are designed to assist students in the development of academic, social and decision-making skills. The program is designed to provide service to a variety of adult learners throughout the life cycle.

PERSONAL DEVELOPMENT

SPRING 1981

The following credit seminars are facilitated by members of the Grossmont College Counseling Professional Staff. For details of units, days, times, etc., consult the Schedule of Classes.

PERSONAL DEVELOPMENT 110 (2000, 2001, 2002N, 2003N) – THE WORLD OF WORK–CAREER DECISION MAKING: The utilization of a group seminar structure to explore individual characteristics and vocational aspirations in our changing world. You will have an opportunity to gather first-hand information about occupations or professions in which you might be interested. You will be given a chance to learn how to write a job resume, complete job applications and interview for jobs. (CR/NCR only.)

PERSONAL DEVELOPMENT 117 (2004, 2005N, 2006-TV) – CAREER EXPLORATION: DISCOVERING ALTERNATIVES: The exploration of individual interests, aspirations, and personality characteristics, and relating these to lifestyle and vocational objectives both in a group seminar structure and on a one-to-one basis. Individuals will be taught how to relate traits to occupations and/or professions of interest to them. Additionally, participants will be taught decision-making skills, how to write resumes, how to complete job applications, and personal interviewing techniques. Students will be exposed to a variety of representatives from occupation fields in the community.

PERSONAL DEVELOPMENT 121 (2007) – PEER ADVISING PRACTICUM: Focus of this course is on application of theory learned in Personal Development 120. Peers are utilized as helping persons in community agencies, student recruitment and orientation, campus services; such as the information center, and any feasible way that debilitates alienation, ignorance and intolerance on this campus and/or in the community. Experiences will be evaluated and discussed in class with professionals serving as moderators.

PERSONAL DEVELOPMENT 141 (2008*) – INTERMEDIATE SIGN LANGUAGE: Designed for students with beginning skill in manual communication. Emphasis on increasing knowledge of signs and meanings, expressive and receptive manual communication, syntax and idioms of American sign language.

PERSONAL DEVELOPMENT 142 (2009) – ADVANCED SIGN LANGUAGE: Designed for students with intermediate sign language skills. Emphasis on expressive interpreting, expressive translating, reverse interpreting, ethics of interpreting and interpreting as a professional.

PERSONAL DEVELOPMENT 143, 144, 145 (2010*, 2011*, 2012*) – LEARNING DEVELOPMENT PRACTICUM: For the student with a learning disability as diagnosed by the Learning Disabilities Specialist. Individual diagnostic testing, perscriptive planning and one-on-one tutoring with emphasis on the individual educational needs of each student. Focus is on successful functioning within the college environment.

PERSONAL DEVELOPMENT 146 (2013*) – LEARNING DEVELOPMENT SEMINAR: This seminar provides for the student with a diagnosed learning disability and focuses on study skills as they relate to areas of learning. Areas of emphasis are time management and motivation, listening skills, note-taking techniques and test-taking tips. Additional presentations include college course planning and employment procedures and opportunities.

PERSONAL DEVELOPMENT 147 (2014*) – JOB CLINIC: This course focuses on the exploration of solutions to the problems students encounter on returning to the worlds of education and work. Workshops in interviewing, resume writing, applications, job seeking strategies and employment retention are utilized. Instructional methods include class discussion, role playing and video-taping.

PERSONAL DEVELOPMENT 199 – SPECIAL STUDIES OR PROJECTS IN PERSONAL DEVELOPMENT: Individual study, research or projects in the field of personal development under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of three (3) units. (See a counselor.)

PERSONAL DEVELOPMENT 299 (2015, 2016, 2017, 2018N) – ASSERTION: GOAL SETTING: The intent of this course is to familiarize the student with what is meant by assertive behaviors and how one goes about behaving more assertively rather than relying on old self-defeating passive or aggressive modes of behavior. Participants will be taught self-help methods to enable them to treat their own behavioral problems. Every student will be required to identify one behavioral problem, set an appropriate goal and work towards its accomplishment.

PERSONAL DEVELOPMENT 299 (2021, 2022N) – LETTING GO OF UNWANTED BEHAVIORS: This course is designed to focus on the elimination of unwanted behaviors such as excessive drinking, smoking, overeating and other unwanted behaviors. The sessions will focus on rational approaches to understanding and changing behaviors. Behavior modification techniques will be utilized.

PERSONAL DEVELOPMENT 299 (2029, 2030N) – THE SELF-ACTUALIZING PERSON: Exploration of parental, environmental and social influences that have programmed, shaped and scripted our behavior. Development of strategies to become more effective, self-directed and competent.

PERSONAL DEVELOPMENT 299 (2027) – MANAGING ANXIETY AND STRESS: "How to live more peacefully and less fearfully." This course will focus on learning methods of reducing destructive stress and anxiety. The course will be primarily experiential with guidance.

PERSONAL DEVELOPMENT 299 (2031, 2032) – TWO CAREER COUPLES: The employment of women outside the home is one of the most important social changes in the twentieth century. Enough women are now earning enough money to have significantly altered the terms of both family and work. This seminar will explore changing relationships and roles and the problems and benefits of dual-career relationships. This course won't tell you how to juggle family and career, but it will have a lot to say about how people do it.

PERSONAL DEVELOPMENT 299 (2035, 2036, 2037, 2038, 2039, 2040, 2041N, 2042N, 2043N, 2044N) – STUDY SKILLS: To prepare students to adjust to the academic community by learning to study effectively in given time limitations.

PERSONAL DEVELOPMENT 299 (2033, 2034N) – WOMEN IN SCIENCE, BUSINESS AND TECHNOLOGY: A course designed to deal with specific issues for women considering a career in science, business or technology. The course will include diagnostic testing, study skills, career planning and vocational decision-making, overcoming math anxiety.

PERSONAL DEVELOPMENT 299 (2019, 2020) – BUILDING RELATIONSHIPS: With the breakdown of our communities, future forecasts indicate that members of our society will experience increased isolation, alienation and loneliness. Finding ways to increase each individual's capacity for caring, building community, learning to live together and maintaining human relationships will be the primary issues of this course.

PERSONAL DEVELOPMENT 299 (2025) – ORIENTATION TO COLLEGE FOR THE RE-ENTRY STUDENT: A 16-week discussion group to help the returning older student adjust to college, meet other mature students with similar interests and concerns and to help them look ahead to changes in their lives.

PERSONAL DEVELOPMENT 299 (2026) – OF MAN AND WOMAN: UNDERSTANDING EACH OTHER: Exploring the nature of the feminine and masculine psyche. "As contemporaries with an ever increasing demand for specialization, the unconscious urge towards wholeness appears to have become stronger for having been repressed. . ."–B. Hannah. A seminar designed as an exploration of rediscovery of the self as a potentially totally integrated entity which encourages participants into a greater sense of self-awareness and well being. This seminar will alert each member of the group as to his/her responsibility as connected to the larger community, introduce alternate ways of perceiving and understanding the whole person, and establish guidelines for the development of greater acceptance and appreciation of the self in relation with itself and others. The teachings of C. G. Jung will be used as a basis for discussion and interaction. Myths, fairy tales, creative imagining and dreams will be employed as a means of exploring the universal aspects of the total person in a growth process.

APPENDIX -- SECTION C

NOTES ON

COUNSELOR LIAISON TO ACADEMIC DIVISIONS AND HIGH SCHOOLS

Counselor liaison to divisions consists of formal and informal contacts between counselors and teaching faculty. These contacts are designed to maintain the free flow of vital information about programs and services.

Counselors are assigned as liaison to various divisions and are asked to maintain a record of their articulation activity. The model has been in effect for two years and the results are uneven because of the variety of counselor performance (some perform this function better than others). The model is believed to be sound with any limitations explained by individual differences.

* * * * * * *

The high school liaison assignment facilitates on-going contact with feeder high schools and includes problem-solving, participation in Career Day (night) and other functions to which counselors are invited.

The staff also uses a "High School Articulation Team" which visits each feeder high school once per semester. The team is headed by a counselor and includes staff from Admissions, Financial Aid and E.O.P.S. Utilization of the team approach has been a decided advantage in increasing enrollment since application to the college and financial aid programs can be accomplished during these visits.

SAMPLE DOCUMENT:

COUNSELOR LIAISON MODEL

Counselor Liaison to Academic Divisions

Activity	Time Factor	Methods/Structures	Coordinator
1. Joint Division Meeting*	1. Annual, Sept., Oct., Nov. - 1½ hours	1. Process oriented - ventilation, solicitation of written concerns ahead of time.	1. Dean of Guidance Services
2. Follow up*	2. Annual, October, November - 1½ hours	2.a. Task oriented In-service type workshop on counseling function to include: review services provided, articulation with Institutions of Higher Education, role of liaison counselor, statistics and student evaluation. b. Negotiate methods for ongoing liaison.	2. Liaison counselor(s) a. Dean and DAC will assist if requested. b. Dean will provide statistical reports on services.
3. Group Academic Advising - division or clusters	3. Annual, Feb. & March 2 sessions, same day, Wed. 9-10 AM and Wed. 5:30-7 PM	3. Task oriented - academic advising, career planning and placement; utilize coordinators, SDSU faculty and placement people, select GC faculty. Format variable.	3. Liaison counselor(s) a. Assistance from counselors, career planning and placement as needed.
4. On-Going Liaison	4. As needed or requested	4.a. As negotiated with divisions. b. Advisory committee. c. Attend division meetings.	4. Liaison counselor(s)
5. Annual Review	5. April, May	5.a. Meeting with division Deans b. Meeting of Dean of Guidance Services, liaison counselor(s), division Dean	5.a. Dean of Guidance Services b. Dean of Guidance Services

*may be combined after first year

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11/28/79

SAMPLE DOCUMENT: SEMESTER REPORT OF ARTICULATION ACTIVITY

COUNSELOR_____ REPORT OF ARTICULATION ACTIVITY SPRING - 1980

	DIVISION DISCIPLINE SUB-GROUPS MEETINGS	FACULTY CONTACTS (Specify Disciplines)	ADVISORY COMMITTEE MEETINGS (Specify)	REPORTS TO COUNSELING STAFF (Specify)	CONSULTATION WITH LIAISON DEAN	FOUR-YEAR INSTITUTION (Specify: College Purpose)	HIGH SCHOOLS (Specify: School Purpose No. Students)	OTHER SERVICES (Specify)
JULY/ JANUARY								
AUGUST/ FEBRUARY								
SEPTEMBER/ MARCH								
OCTOBER/ APRIL								
NOVEMBER/ MAY								
DECEMBER/ JUNE								

COUNSELOR: MASTER LIST — REPORT OF LIAISON WITH DIVISIONS — FALL 1979

	Division, Discipline, Sub-Groups, Meetings (TOTAL - 7 - Division 3 Discipline)	Faculty Contacts (Specify) (TOTAL = 45)	Advisory Committee Meetings (Specify) (TOTAL = 5)	Reports to Counseling Staff (Specify) (TOTAL = 8)	Consultation with Liaison Dean (TOTAL = 14)	Other Services (Specify) (TOTAL = 30)
JULY/ JANUARY		2 - Health Sciences 4 - Com. Arts			2-Health Sci. 2-Com.Arts	2 - SDSU Evaluators
AUGUST/ FEBRUARY	1 - Health & Bio.Sci.	3 - Soc./Beh.Sci. 1 - Health Sciences 1 - Com. Arts		3 - Health Sciences 1 - Liberal Studies (SDSU) 1 - Com. Arts	2 - Com.Arts 1 - Fine Arts 1 - Soc./Beh. Sci. 1-Health Sci.	1 - Re-Entry Orientation
SEPTEMBER/ MARCH	1 - Soc. & Beh. Sci. 1 - Bus. & Consum.St. 1 - LRC (catalog)	4 - LRC 2 - Soc./Beh.Sci. 4 - Health Sciences 4 - Business 2 - Com. Arts	1 - Business 1 - Re-Entry 1 - Referral Proposal	1 - Catalog format	1 - Business 2 - Com.Arts	1 - Mini articulation conf. (SDSU) 1 - Cuyamaca Col. articulation conf.
OCTOBER/ APRIL	1 - Com. Arts 1 - Humanites/Fine Arts	2 - Health Sciences 3 - LRC 3 - SDSU faculty		1 - Soc./Beh.Sci. 1 - FACS	2 - LRC	4 - Group academic advising - day 4 - Group academic advising - pm 2 - SDSU articulation conf.
NOVEMBER/ MAY	1 - LRC 1 - Math & Phy.Sci. 1 - Counselor Tour of Health Sciences facilities		2 - Health Sciences			1-h.s.counselor mtg. 4-group academic advising - day 4-group academic advising - pm 4-LRC-orientation & registration
DECEMBER/ JUNE	1 - Math (GC faculty/ counselors; SDSU chair & Dean, Undergrad.Studies	5 - Mathematics (re orientation) 5 - English (re orientation)				3-group academic advising - day 3-group academic advising - pm

SAMPLE DOCUMENT:

LIAISON ASSIGNMENTS

COUNSELOR LIAISON WITH DIVISIONS

1980-81

DIVISION/DEAN		COUNSELOR(s)
BUSINESS EDUCATION Al Paul	x421	Harry Cousineau Larry Woodward
COMMUNICATION ARTS Elaine McLevie	x317	John Feare Claudia Thompson
CONSUMER SERVICES Al Paul	x421	Susan Lucas Joanne Prescott
FINE ARTS & HUMANITIES Ken Nobilette	x248	Adele Chandler
HEALTH & BIOLOGICAL SCIENCES Dick Mellien	x338	Shirl Collamer Theresa Ford
MATHEMATICS & PHYSICAL SCIENCES Linda Salter	x336	Chuck Stanley
PHYSICAL EDUCATION, RECREATION & ATHLETICS Les Phillips	x506	Al Cano
SOCIAL & BEHAVIORAL SCIENCES; PUBLIC SERVICES Carl Clark	x386	Bill Hansen Virginia Steinbach
LEARNING RESOURCES Tom Foster	x333	Larry Coons Michael Sweeley*

*Includes work with IMC staff in production and review of video materials for orientation and registration.

* * * * * *

HIGH SCHOOL ARTICULATION TEAM	Larry Coons Larry Woodward

jw/9/16/80

SAMPLE DOCUMENT: LIAISON ASSIGNMENTS

Guidance Services

Let's make time for a heart to heart talk.

October 10, 1980

INFORMATION SHEET

TO: Teaching Faculty, Deans/Directors

FROM: COUNSELING

Counseling assignments for liaison with all the Divisions are listed below. Please contact counselor(s) assigned to your Division if you have information to share or wish assistance from Counseling.

The reverse side of this sheet shows a time schedule that is arranged for group discussions between counselors and the disciplines. The agenda will be open for informal discussion of items of mutual interest.

COUNSELOR LIAISON WITH DIVISIONS

DIVISION/DEAN	COUNSELOR(S)
BUSINESS EDUCATION Al Paul	Larry Woodward Harry Cousineau
COMMUNICATION ARTS Elaine McLevie	John Feare Claudia Thompson
CONSUMER SERVICES Al Paul	Susan Lucas Joanne Prescott
FINE ARTS & HUMANITIES Ken Nobilette	Adele Chandler
HEALTH & BIOLOGICAL SCIENCES Dick Mellien	Shirl Collamer Theresa Ford
MATHEMATICS & PHYSICAL SCIENCES Linda Salter	Chuck Stanley
PHYSICAL EDUCATION, RECREATION & ATHLETICS Les Phillips	Al Cano
SOCIAL & BEHAVIORAL SCIENCES; PUBLIC SERVICES Carl Clark	Bill Hansen Virginia Steinbach
LEARNING RESOURCE CENTER Tom Foster	*Larry Coons Michael Sweeley*

*Includes work with IMC staff in production and review of video materials for new student advising.

(over)

JOINT MEETINGS WITH COUNSELING*

TUESDAYS - 10:30-11:30 AM (COLLEGE HOUR)

ROOMS 115/116 - COUNSELING CENTER

DATE	DISCIPLINES	NO. OF FACULTY	FACILITATOR(S)
October 21	Aerospace, Early Childhood, Family & Consumer Studies, Food Service Management, Instructional Associate	9	Joanne Prescott Susan Lucas
November 4	Mathematics	15	Chuck Williams Susan Lucas
November 18	Chemistry, Geography, Astronomy, Geology, Physics	16	Chuck Stanley Theresa Ford
SPRING 1981			
February 24	Computer Science & Information Systems, Business	17	Larry Woodward Harry Cousineau
March 3	English	25	Claudia Thompson Shirl Collamer
March 10	Health Sciences	18	Shirl Collamer Al Cano
March 17	Administration of Justice Fire Science	6	Bill Hansen Virginia Steinbach
March 24	Social Sciences Behaviorial Sciences	28	Bill Hansen Virginia Steinbach
March 31	Instructional Media Technology Library Technology	2	Michael Sweeley Larry Coons
April 7	Physical Education	21	Theresa Ford Larry Woodward
April 21	Communication Arts, Speech, Foreign Languages	21	Chuck Stanley Joanne Prescott
April 28	Biological Sciences	11	Al Cano Theresa Ford
May 5	Fine Arts & Humanities	26	Adele Chandler Michael Sweeley

*Faculty, Deans/Directors invited.

SAMPLE DOCUMENT:

GROSSMONT COLLEGE
OFFICE OF DEAN OF GUIDANCE SERVICES

FEEDER HIGH SCHOOL CONTACTS
FALL - 1980

High School/ Phone	Counselor Contact/ *Career Center	Principal/ Vice Principal	(465-1700, Ext. 275) G.C. Counselor
El Cajon Valley 579-5855	Herb Gross *Robert Duff, Career	Gordon Teaby Ben G. Amador	F. Michael Sweeley
El Capitan	Richard Brown, College Counselor *Dave Paradowski, Career	Joseph R. Smidt David O. Leewaye and Jim Finch	Adele R. Chandler/ Susan Lucas
Granite Hills 442-3463	Al VanZanten College Couns. *Russ Kennedy, Career	Phillip C. Morell Glenn W. Otterson	Joanne Prescott
Grossmont 460-5510	Ed Kintzele *Marilyn Wodjak, Career	William F. Davis Vernon Finch	Larry Coons
Helix 466-4194	Jim Arnaiz *Robert V. Eckert, Career	Dr. Robert E. King Jr. Gerald E. Reckin	Dr. Charles L. Stanley
Monte Vista 465-1300	*Joel Jette, Career and Counselor	Patrick M. Carroll Jerry Gordinier	John Feare
Mount Miguel 463-5551	Max Keyte *David Phillips, Career	Thomas J. Flood Darrell Gould	Claudia Thompson Virginia Steinbach
Santana 448-5500	Mary Lou Linneman *Sewell "Bud" Dunton, Work Experience *Corrine Meierbachtol, Career	Robert C. Brady Mrs. Martha G. Cummings	Lawrence E. Woodward
Valhalla 440-1501	Gary Oatsvall *Barbara McCluskey, Career	Sidney Gerstler Larry Maw	Al Cano
Chaparral 448-1401	Dianne Sullivan *Jill Ecklund, Career	Michael Eddy Dianne Sullivan	Harris C. Cousineau Dr. J. William Hansen
Skyline 460-6810	Gerald Halterman Mary Alice Smith, Work Exp.	Martin Kennedy	Harris C. Cousineau Dr. J. William Hansen
Career Development Center 579-0133 579-8333	Carl Wong	101 W. Main Street El Cajon, CA 92020	
Mountain Empire 447-1652	George DeClair *Dorothy Holloman, Career	Earl Vaughn P.O. Box 308 Pine Valley, CA 92062	Harris C. Cousineau Dr. J. William Hansen

	(G.C. Counselor Contact:	ADULT CENTERS (GUHSD) Harris C. Cousineau & Dr. J. William Hansen)	DIRECTOR
El Cajon	442-0301	Tom Rinks, Coordinator	Mel Grant, Principal
Foothill	440-2931	Steve Deutsch, Coordinator	Larry Timmons
Helix	461-7482	Don Karlson, Counselor	Dr. Lundquist
Mount Miguel	469-6169	Dr. Justin Lundquist	Dr. Lundquist
Santana Vocational	449-0272	John Slatinsky, Coordinator	Dr. Dan Pumphrey

(CONTINUED NEXT PG.)

OTHER FEEDER HIGH SCHOOLS

FALL 1980

High School/Phone	Address	Counselor(s)	Principal
**Our Lady of Peace Academy 297-2266	4860 Oregon Street San Diego, CA 92116	Adrianne Clare	Sister Edward Mary
**St. Augustine High School 282-2184	3266 Nutmeg Street San Diego, CA 92104	Mr. Francis "Ned" Wilson	The Rev. Anthony J. Wasko
**University of San Diego High 298-8277	5961 Linda Vista Rd San Diego, CA 92110	Ed Shafranske Director of Counseling	Mr. James G. Zoll
**Cal Lutheran High School 583-6500	5310 Orange Ave. San Diego, CA 92115		Mr. Donald Schulteis
**Christian High School of S.D. 440-1531	2100 Greenfield Dr. El Cajon, CA 92021	Jim Sandy	Jon T. Barton "Tom"
*Hilltop High School 420-6610	555 Claire Ave. Chula Vista, CA 92010	Mrs. Genevieve Pietruszka	Mr. Robert D. Dodds
#Ramona High School 1-789-1142	P.O. Box 338 Ramona, CA 92065	Mrs. Jean McDonald	Mr. Myron H. Bill
*Patrick Henry High School 286-7700	6702 Wandermere Dr. San Diego, CA 92120	Mr. George Millstone Alice Young, Sub.	Mr. Frank Thorton

ADMINISTRATORS (GUHSD)

465-3131

Dr. Robert Pyle, Superintendent
Dr. Lois A. Nossaman, Asst. Supt., Educational & Student Services
Mr. Leonard E. Busch, Director, Career & Continuing Ed. & Vocational Ed.
Mr. Michael Eddy, Director, Student Welfare

ADMINISTRATORS (GROSSMONT COLLEGE)

465-1700

Dr. Samuel M. Ciccati, Vice President, Student Services
Mrs. Del M. Anderson, Dean of Guidance Services

HIGH SCHOOL ARTICULATION TEAM: Larry Coons
Theresa Ford
Larry Woodward

*Joanne Prescott

**Dr. Charles H. Williams, Ms. Theresa Y. Ford

#Harry Cousineau/Dr. J. William Hansen

Rev. 12/12/80
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APPENDIX -- SECTION D

CSUC (California State University and Colleges) PLANNING SHEET (SAMPLE)

CUSD (University of California, San Diego) ARTICULATION AGREEMENT (SAMPLE)

The Dean of Guidance Services is the Articulation Officer for Grossmont College. The Counseling staff selects a committee of four counselors who study catalog and program changes. The Articulation Committee is responsible for developing articulation agreements with four-year institutions, monitoring changes in requirements, "trouble-shooting" on intractable articulation problems, liaison between faculty at Grossmont College and four-year institutions and the development of planning sheets, course equivalencies and other handouts for students. The chairperson reviews all college brochures containing course requirements and advises the Articulation Officer on matters of school policy related to articulation.

FOR USE THROUGH 1980/81 ACADEMIC YEAR ONLY.

CERTIFICATION OF GENERAL EDUCATION BREADTH REQUIREMENTS FOR TRANSFER STUDENTS TO THE CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEM

SEE REVERSE SIDE FOR EXPLANATION

EDUCATIONAL PLANNING–GROSSMONT COLLEGE

NAME _____ COUNSELOR _____ DATE _____

DEGREE _____ MAJOR _____ MINOR _____ TRANSFER TO _____

AREA I–NATURAL SCIENCES This requirement is fulfilled by completing a minimum of three units in biological science and a minimum of three units in physical science. One course must be a laboratory course. (Non-laboratory courses are *underlined*.)

The biological science courses are: Anthropology 130** Biology 110, 112, 114, 116, 120, 140, 141, 142, 143, 200, 152, 154, 201. ☐

The physical science courses are: Astron 110, 112; Chem. 110, 115, 116, 118, 131, 140, 141, 142, 162, 210, 220, 222; Geog 120, 121, 140; Geol 110, 111, 120, 121, 210, 220, Phys. Sci. 102, 106, 110, 111; Physics 110, 120, 121, 140, 240, 241; Science 110, 112, 113, 120. ☐

AREA II–SOCIAL SCIENCES This requirement is fulfilled by taking one course from Section A and one course from Section B.

Section A: Econ. 110, 120, 121, Geography 130, 150, 160, 161, 162, 170; History 120, 121, 122, 123, 124, 125, 163, 170, 180. Multicultural Studies 120, 121, 130, 131, 140, 141, 150, 151; Political Science 120, 121, 124, 130, 140, 150, 160, 170, 180; Social Science 120, 121, 130. ☐

Section B: Anthropology 120, 125, 140, Family and Consumer Studies 125, 195; Multicultural Studies 127, 132, 133; Psychology 120, 130, 132, 134, 140, 220; Sociology 120, 125, 130. ☐

AREA III–HUMANITIES This requirement is fulfilled by taking one course from Section A and one course from Section B.

Section A: Art 140, 141, 142; Communication Arts 151, 153, 158, 161, 162, 163, 164; Drama 110, 120, 121, 143; Humanities 110, 120, 130, 140, 150, 160, Journalism 125, Multicultural Studies 126, 134, 135, 164; Music 110; Telecommunications 110. ☐

Section B: Literature: English 112, 122, 201, 211, 212, 213, 214, 215, 217, 221, 222, 225-226-227-228, 231, 232, 241, 242, 275, 276, 277; French 120, 121, 220, 221; German 120, 121, 220, 221; Hebrew 120, 121, 220, 221; History 140, 141, 142, 146, 154, 155, 156, 158, 159, 160, 161; Italian 120, 121, 220, 221; Multicultural Studies 122, 123, 124, 142, 144; Philosophy 110, 140, 150, 160; Religious Studies 120, 130, 140, 150, Russian 120, 121, 220, 221; Spanish 120, 121, 122, 123, 140, 150, 220, 221, 260, 261; Speech 124, 135, 137, 144, 145. ☐

AREA IV–BASIC SUBJECTS This requirement is fulfilled by taking one course from each of the following categories:

1. *English* 110 or 120 (student required to take Writing Compt. test at SDSU) ☐
2. *Speech* 120 or 122 or 125 ☐
3. *Math* 110 or higher or Philosophy 130 *see below ☐

(Math 120 is designed specifically for General Education) No math course clears math competency at SDSU.

AREA V–ADDITIONAL REQUIREMENT–AMERICAN INSTITUTIONS This requirement is fulfilled by taking one course from: History 120, 121, 124, 125, Political Science 120, 121, 140; Social Science 120, 121, 124; Multicultural Studies 120, 121, 130, 131, 140, 141, 150, 151. (The course selected may not be used to satisfy the Social Science requirement.) ☐

Total units in Areas I, II, III, IV and V must be at least 40. NOTE: Four semesters of Physical Education activity courses may be counted in the 40-unit total. Consult each CSUC catalog for the Physical Education requirement (if any). NOTE: A.B. degrees in Liberal Arts and Science at San Diego State University have a foreign language requirement. See a counselor for details.

Physical Education *ELECTIVES*: ☐

TOTAL UNITS ☐

PREPARATION FOR THE MAJOR Refer to the appropriate four-year college catalog.

4-Year College Course and Number	Comparable Course and Number at Grossmont	
1.		☐
2.		☐
3.		☐
4.		☐
5.		☐
6.		☐
7.		☐

ELECTIVES: To complete 56 transferable units. ☐

*PHILOSOPHY 130 (LOGIC) DOES NOT CLEAR MATH COMPETENCY AT SDSU **TOTAL UNITS COMPLETED** ☐

** Beginning with the 78-79 catalog, Anthropology 130 may be used to fulfill a biological requirement. 77-1124-2

Rev. 5/80

EXPLANATION OF CERTIFICATION

The requirements for general education at each California State University or College differ from this sheet. However, Grossmont College is authorized to certify full (40 units) or partial completion of general education for transfer students to the California State University and College system.

Full certification: Complete requirements as listed on the front of this sheet. Students lacking *FULL CERTIFICATION* will be subject to additional general education requirements at SDSU (and perhaps at other campuses).

Partial certification: Only those *AREAS* which are *COMPLETED* will be certified. For example, under Area 1—Natural Sciences, if a physical science course has been completed, but no biological science, Area 1 *will not* be certified. Therefore, the student may be required by the four-year institution to complete a totally different physical science course than the one he/she selected at Grossmont. If Area IV— Basic Subjects, is not certified, English 110 will not meet the English Composition requirement at SDSU.

CERTIFICATION IS NOT AUTOMATIC: You must request certification from Admissions and Records after your application has been submitted to the California State University or College and during your last semester at Grossmont College.

CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEM

77-1124-2/ilc

THIRD COLLEGE

WRITING. Two courses: English 110-112, or 121#-122# (sequence should be completed prior to entrance).

NATURAL SCIENCE. Two courses (6 or more units) from among:

Biology 110, 112, 114, 116, 120*, 140, 141 142, 143, 154, 200, 201
Chemistry 110 (or 115 or 140), 116, 118, 131, 141*, 142*, 220*, 222*
Physics 110, 120, 121, 140*, 240, 241*

OPERATIVE LOGIC. Choose any TWO of the following numbered categories and take at least one course in each of them:

1. Computer Science. Computer Science 109-110; Math 150
2. Mathematics. Math 120, 125, 126, 140, 145, 175, 180*, 270, 280*, 281*
3. Statistics. Math 160

SOCIETAL ANALYSIS. Choose any TWO of the following numbered categories and take at least one course in each of them:

1. Communications. Communications Arts 153, 158; Journalism 125
2. Economics. Economics 120#
3. Literature and Society. Multicultural Studies 124, 142, 143
4. Third World Studies. Anthropology 120#, 125#; Art 142; History 154, 155, 156, 158, 159, 160, 161; Humanities 130; Multicultural Studies 110, 120, 121, 127, 130, 131, 132, 133, 140, 141, 144, 150, 151, 164; Spanish 140, 150; Speech 144
5. Urban and Rural Studies. Geography 160; History 163

A ONE-YEAR SEQUENCE IN HUMANITIES, FINE ARTS, FOREIGN LANGUAGE, OR SOCIAL SCIENCE. Any one of the following sequences (a sequence is defined as two courses connected by a hyphen):

Anthropology 120#-125#-130# (any two); Art 140#-141#; Drama 120#-121#; Economics 120#-121#; English 120#-122#, 221-222, 225-226-227-228 (any two), 231-232, 241-242, 275-276-277 (any two); History 120#-121#, 140-141, 154-155, 158-159, 160-161; Humanities -- any 6 units; Multicultural Studies 120-121, 130-131, 140-141, 150-151; Philosophy 112#-114#-116#-118#-160 (any two); Political Science 121#-124#-130# (any two); Psychology 120#-140#-220# (any two); Sociology 120#-130#; Spanish (or other language) 120-121, 121-220, 220-221

University of California, San Diego

WARREN COLLEGE

WRITING. 2 courses: English 120#, one course from: English 122#, 124, 126, 130, 132

FORMAL SKILLS. 2 courses from: Math 140, 145, 180*, and 280* (281* recommended as elective)

OR

Computer Science 109-110 and Math 150

THE MAJOR. As in the other three Colleges, a major requires 12 to 15 upper division courses based on appropriate preparation in lower division. Such preparation is the same in Warren College as in all the others; all majors are available to students in every College.

SECONDARY AREAS OF CONCENTRATION (the MINORS). Two minors are required, one of them non-contiguous--that is, not in the same category as the major. A minor consists of 6 courses, of which 3 are usually in lower division and 3 in upper division. To avoid interference with your academic progress, you should try to select your two minors early, and take a full year's work (2 semesters or 3 quarters) in each of them before transfer. These should be the introductory courses for majors.

Present programs of secondary concentration include the following:

HUMANITIES AND FINE ARTS. Chicano Studies. Chinese Studies. Classical Studies. Communications/Visual Arts. Drama. History. Iberian Studies. Judaic Studies. Literature (English/American, French, General, German, Greek, Hebrew, Italian, Latin, Literature & Society, Russian, Spanish). Music. Philosophy. Visual Arts. Writing.

NATURAL SCIENCES. Applied Mechanics & Engineering Sciences (AMES). Biology. Chemistry. Earth Science, Electrical Engineering & Computer Science (EECS), Mathematics. Physics. Scientific Perspectives.

SOCIAL SCIENCES. Anthropology. Business Economics. Communications. Economics (encluding Management Science). Health Care/Social Issues. International Relations. Latin American Studies. Linguistics. Mexican American Studies. Political Science, Psychology. Religion. Science, Technology, and Public Affairs. Sociology. Teacher Education Program. Urban and Rural Studies.

* * * * *

ALSO REQUIRED (as in the other 3 Colleges): Electives to bring the total to 45 courses (180 quarter units--the equivalent of 120 semester units). At least 18 of these courses (including 12 in the major and usually 6 in the two minors) must be at the upper-division level.

HOW ABOUT A CATALOG? The General Catalog is your best source of information. To order one, make out a check or money order for two dollars and fifty cents, ($2.50) payable to the Regents of the University of California. Mail it with a note explaining what it's for, to:

PUBLIC INFORMATION OFFICE
UCSD Q-036
La Jolla, California 92093

Articulation Agreement between the University of California, San Diego and Grossmont College

Based on Catalog dated

1980/81

Prepared in March 1981

Rev. 4/81

Moving on to UCSD

Any time you transfer from one institution of higher learning (such as a community college) to another (such as UCSD, we hope!), you have to think about your program on several different levels. First, there is the basic transferability of courses; this is decided, in the University of California, at the Systemwide level on a course-by-course basis, and anything transferable to one UC campus is transferable to all. Then there is the way in which your transferred units count toward the satisfaction of the breadth (general education) requirements of the college to which you transfer, and at UCSD this is determined by the Provost of your chosen UCSD College. And finally, there is the matter of how your transferred units apply toward your major; this is decided on by the Chairperson of your major department.

There is still another level that might concern you: requirements of the career or the graduate program for which you are preparing. For example, at UCSD only Revelle College requires everyone to take foreign language; but if your plan is to enter a graduate program in which language is required, you should take this subject no matter which college you choose.

This folder shows only the courses offered at your community college which meet specific requirements in each of the four colleges at UCSD. Many courses not listed are nevertheless fully transferable as elective units--and elective units are as important as any other kind. Your counselor can show you a complete list of courses transferable to all campuses of the University.

Even non-transferable courses can be important to you. Maybe you didn't take as much math in high school as you now wish you had; your community college offers you the opportunity of making up these courses, in such areas as intermediate algebra and trigonometry, and you should take advantage of the opportunity, even though the courses don't transfer to the University.

Breadth requirements are for graduation, NOT for admission, and what you don't complete at the community college you may complete after transfer. If you have to make a choice between completing breadth requirements and completing prerequisites for the major, the major should be given top priority, at least so far as UCSD is concerned. Of course, it's to your advantage to complete as much as you can in every area, as early as you can!

In this listing, courses marked with this sign (#) are recommended if you plan to major in that particular subject. An asterisk (*) designates offerings from among which science majors should choose their courses; math courses marked this way are recommended also for majors in economics and psychology.

If you'd like further information, we'd love to help. Here's who and where we are:

Office of Relations with Schools
UCSD, Q-035
La Jolla, California 92093
(714) 452-3140 or 276-2363

University of California, San Diego

MUIR COLLEGE

WRITING. One course: English 120# (or 110 and 112). (NOTE: One more writing course may be required at Muir after transfer. Also note: The course above plus one more semester of English Composition and Literature will complete the Humanities option.)

* * * * * * *

Choose 2 Groups under Section A and 2 under Section B, and complete two courses in each of the four chosen Groups. No work is required in the 2 remaining Groups unless demanded by the major.

SECTION A

SOCIAL SCIENCES GROUP. 2 courses from one subject area:

Anthropology 120#, 125#, 130#, 140
Economics 110, 120#, 121#
History 120#, 121#,
Political Science 120, 121#, 124#, 130#, 140, 150, 160, 170, 180
Psychology 120#, 130, 132, 134, 140#, 220#
Sociology 120#, 125, 130#, 140, 150, 160, 250

MATHEMATICAL SCIENCES GROUP. 2 courses from among:

Math 180*, 280*, 281*

NATURAL SCIENCES GROUP. 2 courses from one subject area (Lab not required by the College):
Astronomy 110, 115, 116
Biology 110, 112, 114, 116, 120*, 140, 141-142, 143, 154, 200, 201
Chemistry 131*, 141*, 142*, 220*, 222*
Geology 110-111, 120, 121, 210, 220
Physics 140*, 240*, 241*

SECTION B

FINE ARTS GROUP. 6 or more units from one subject:

Art 140#, 141#, 142, 143; Multicultural Studies 126, 134, 135
Drama 110#, 120#, 121#
Music 110, 111, 118,

HUMANITIES GROUP. 6 or more units from one subject area:

Literature: English 110-112, 120#-122#, 221-222, 225-226-227-228, 231-232, 241-242, 275-276-277,
History 140-141
Multicultural Studies 120-121, 130-131, 140-141, 150-151
Philosophy 110, 112#, 114#, 116#, 118#, 160; Religious Studies 120, 130, 140, 150

LANGUAGE LEARNING GROUP. 2 consecutive courses in Spanish or other language, starting at whatever level the student is prepared to enter. Examples: 120-121, 121-220, 220-221.

REVELLE COLLEGE

MATHEMATICS. Mathematics 130* and 280* (281* recommended as elective)

NATURAL SCIENCES. 2 courses each in Chemistry and Physics, and one in Biology.

Chemistry 115-116 OR 140-141 OR 141*-142* (220* and 222* recommended as electives)

Physics 140* and 240* (241* recommended as elective)

Biology: One course from among Biology 120*, 200, 201

FOREIGN LANGUAGE. Transfer students must pass Revelle's language proficiency test or pass a fourth quarter class at UCSD to meet requirement. Language [redacted] at Grossmont College recommended as preparation. 220

HUMANITIES (Composition and Literature) Two courses:

English 110 and 112, or 120# and 122#

SOCIAL SCIENCES. 2 courses from one subject area:

Anthropology 120#, 125#, 130#, 140
Economics 110, 120#, 121#
History 120#, 121#
Multicultural Studies 120-121, 130-131, 140-141, 150-151
Political Science 120, 121#, 124#, 130#, 140, 150, 160, 170, 180
Psychology 120#, 130, 132, 134, 140#, 220#
Social Science 120, 121, 124, 130
Sociology 120#, 125, 130#, 140, 150, 160, 250

ADDITIONAL SOCIAL SCIENCES OR HUMANITIES. 2 courses (6 units) from the above list of Social Sciences OR 2 from the following list:

Art 140#-141#
Drama 120#-121#
English 118, 201, 211, 212, 213, 214, 215, 217, 219, 221, 222, 225, 226, 227, 228, 231, 232, 241, 242, 250, 275, 276, 277
History 140, 141, 142, 158, 159
Humanities 110, 120, 130, 140, 150, 160
Multicultural Studies 124, 127, 142, 143
Philosophy 110, 112#, 114#, 116#, 118#, 140, 150, 160
Religious Studies 120, 130, 140, 150
Spanish 140, 150, 230

FINE ARTS. In addition to courses used to meet the minimum requirements in Additional Social Sciences above, take at least one course from the following:

Art 120#, 121#, 124, 125, 129, 130, 140#, 141#, 142, 143, 150, 220, 230
Communication Arts 161, 162, 163, 164
Drama 110#, 120#, 121#
English 214, 218
Multicultural Studies 126, 134, 135, 164
Music 110, 111, 118, 122, 230, 231

University of California, San Diego

APPENDIX -- SECTION E

NOTES ON

INSTITUTIONAL MAINTENANCE

Counselors are an integral part of the faculty and institutional decision-making process. It is estimated that 5% of staff time is spent in department or institutional committees. Use of this time is, or can be, accounted for through use of a simple report form shown on the next page. The request for objectives and a year-end report led to the development of this form which also gives direction to committee activity. The form is designed as a three-part NCR form, greatly facilitating the flow of information on committee activity.

* * * *

The second form indicates a method of asking staff periodically to review the various counseling activities as a basis for maintaining shared goals and reviewing counseling methods.

SAMPLE DOCUMENT: REPORT OF COMMITTEE ACTIVITY

DATE:

TO: _____ _____
Chairperson Committee

FROM: Del M. Anderson, Dean of Guidance Services

SUBJ: COUNSELING COMMITTEE ACTIVITY

Please meet and provide me with the following information:

☐ A. Name of Chairperson

☐ B. Statement of objectives and/or activity plan for the year by _____.

☐ C. Please discuss the following proposition and let me know the committee's recommendation by_____.

☐ D. Please provide me a year-end summary of committee activity. Please respond by _____.

SIDE A

SAMPLE DOCUMENT: GOALS and METHODS

I. COUNSELING PROGRAM/SERVICE/ACTIVITY

II. STATEMENT OF PHILOSOPHY

III. SERVICE OBJECTIVE

IV. COUNSELING METHODS/PROCEDURES

SIDE B

_____ 1. Academic Probation

_____ 2. Lack of Progress Probation

_____ 3. Interns

_____ 4. Vocational Decision-Making, including vocational testing (career)

_____ 5. Undecided Majors

_____ 6. High School Articulation

_____ 7. Articulation with Transfer Institutions

_____ 8. New Student Advising (orientation)

_____ 9. Registration

_____ 10. Personal Counseling

_____ 11. Personal Counseling

_____ 12. Liaison with Academic Divisions

_____ 13. Foreign Students

_____ 14. Computerized Guidance Systems

_____ 15. Peer Advising Program

_____ 16. Academic Advising

_____ 17. Outreach Programs

_____ 18. Veterans

_____ 19. Handicapped Liaison

_____ 20. College Committee Service

_____ 21. In-Service Development

_____ 22. Testing

APPENDIX - SECTION F

NOTES ON

ASSESSMENT OF STUDENT NEEDS

The staff has tried numerous methods of determining student needs. Included is a once only survey of new students during orientation. The "mini" survey card solicited feedback on group co-nseling or workshops that were available at the time. The results served only to validate the need of some of the Personal Development groups and the need to increase some groups such as Study Skills, Career Decision-Making and academic advising for transfer students.

A formal comprehensive needs assessment has been undertaken.

SAMPLE DOCUMENT:

NEEDS ASSESSMENT
(NEW STUDENTS)

FALL 1979

Guidance Services Memo

Let's make time for a heart to heart talk.

Del M. Anderson, Dean

NEW STUDENT ORIENTATION SURVEY

Please indicate if you would like to be contacted to participate in group counseling or workshops on any of the following topics.

Check all that interest you. You will be contacted by letter or telephone.

____Deciding on a Major or Career
____Transfer to Four-Year Schools
____Re-Entry (returning to school after absence of ten or more years)
____How-To-Study Effectively
____Overcoming Fear of Math
____Confronting Loneliness & Isolation
____Learning To Be More Assertive
____Learning More About Yourself
____Veterans' Affairs
____Women's Issues
____Minority Students' Affairs
____Assessment of Learning Abilities (testing)
____Managing Time Effectively
____Other (specify)

NAME_____ PHONE_____

ADDRESS_____ SOC.SEC.#___ - ___

_____
City Zip

SAMPLE DOCUMENT:

NEEDS ASSESSMENT
(NEW STUDENTS)

FALL 1979

Guidance Services Memo

Let's make time for a heart to heart talk.

Del M. Anderson, Dean

NEW STUDENT ORIENTATION SURVEY

Please indicate if you would like to be contacted to participate in group counseling or workshops on any of the following topics.

Check all that interest you. You will be contacted by letter or telephone.

____Deciding on a Major or Career
____Transfer to Four-Year Schools
____Re-Entry (returning to school after absence of ten or more years)
____How-To-Study Effectively
____Overcoming Fear of Math
____Confronting Loneliness & Isolation
____Learning To Be More Assertive
____Learning More About Yourself
____Veterans' Affairs
____Women's Issues
____Minority Students' Affairs
____Assessment of Learning Abilities (testing)
____Managing Time Effectively
____Other (specify)

NAME_____ PHONE_____

ADDRESS_____ SOC.SEC.#___ - ___

_____
City Zip

SAMPLE DOCUMENT: ORIENTATION SURVEY RESULTS

DATE: September 4, 1979

TO: COUNSELORS, Sam Ciccati, Terry Volz

FROM: Del Anderson

SUBJ: NEW STUDENT ORIENTATION SURVEY RESULTS (311 Respondents)

Results of the New Student Orientation Survey are as follows:

Please indicate if you would like to be contacted to participate in group counseling or workshops on any of the following topics. Check all that interest you.	Disposition Note: All workshops are 1-1/2 hours, day and evening, non-credit.
1. 163 Deciding on a Major or Career.	1. We are offering 4 workshops.* We have 2 sections on Career Development in the second 8 weeks.
2. 217 Transfer to Four-Year Schools	2. We will offer group counseling sessions by major (i.e., Business) or clusters of majors (i.e., Behavioral Sciences).
3. 29 Re-Entry (returning to school after absence of 10 or more years)	3. Referred to June Belker. Of the 29 respondents, only 3 were already known to her; 26 new contacts for her service.
4. 127 How-To-Study Effectively	4. We will offer 3 workshops and 2 sections in the second 8 weeks. We will maintain capability for a 3rd section if needed.
5. 22 Overcoming Fear of Math	5. We will offer 2 workshops and there will be 1 section of "Mathaphobia" in the second 8 weeks.
6. 45 Confronting Loneliness & Isolation	6. We will offer 2 workshops and we need 1 section in the second 8 weeks.
7. 89 Learning To Be More Assertive	7. We will offer 2 workshops and 1 section in the second 8 weeks.
8. 80 Learning More About Yourself	8. We will offer 2 workshops and open a new course in the second 8 weeks.
9. 22 Veterans Affairs	9. To be determined later.
10. 40 Women's Issues	10. Referred to June Belker.
11. 23 Minority Students' Affairs	11. To be determined later.
12. 45 Assessment of Learning Abilities (testing).	12. Referred to June Belker for testing through Adult Re-Entry Program.
13. 56 Managing Time Effectively	13. We will offer 2 workshops and open 1 new section in the second 8 weeks.
14. 8 Other (Specify)	14. To be referred to individual counseling.

(1) How to cope with alcoholism in the family.
(1) Job Placement
(1) Pop rock music - related things.
(1) Scholarships and grants
(1) Campus life
(1) Learning to make friends that will stick by you
(2) Single Parent

SAMPLE DOCUMENT: WORKSHOPS OFFERED FALL 1979 IN RESPONSE TO NEEDS ASSESSMENT

ORIENTATION GROUPS FOR NEW STUDENTS

NON-CREDIT

Counseling Center, Grossmont College
Rooms 115/116

REVISED

Wed., Sept. 12	9-10:30 AM	Confronting Loneliness		Claudia Thompson
	5:30-7 PM	Confronting Loneliness		Susan Lucas
Tues., Sept. 18	1-3 PM	Learning Assessment (testing)		June Belker Special Services Bldg.
Wed., Sept. 26	9-10:30 AM	Understanding Self		Adele Chandler
	5:30-7 PM	Understanding Self		Michael Sweeley
Wed. Oct. 3	9-10:30 AM	Career Decision-Making		Larry Coons
	5:30-7 PM	Career Decision-Making		Al Cano
Mon., Oct. 8	9-10:30 AM	How-to-Manage Your Time	(R.115)	June Belker
Wed., Oct. 10	9-10:30 AM	How-to-Study		Gail Dimitroff
	1-3 PM	Learning Assessment (testing)		June Belker Special Services Bldg
	5:30-7 PM	How-to-Study		Larry Woodward
Mon., Oct. 15	9-10:30 AM	How-to-Study	(R.115)	June Belker
Wed., Oct. 17	5:30-7 PM	Mathaphobia		Donna Johnson/ Chuck Stanley
Thurs., Oct. 18	3:30-5 PM	Mathaphobia		Donna Johnson/ Chuck Stanley
Tues., Oct. 23	1-3 PM	Learning Assessment (testing)		June Belker Special Services Bld
Wed., Oct. 24	9-10:30 AM	Asserting Yourself		Theresa Ford
	5:30-7 PM	Asserting Yourself		Theresa Ford
Wed., Oct. 31	9-10:30 AM	Career Decision-Making		Al Cano
	5:30-7 PM	Career Decision-Making		Larry Coons
Wed., Nov. 14	1-3 PM	Learning Assessment (testing)		June Belker Special Services Bld

lea
8/31/79

APPENDIX -- SECTION G

STUDENT EVALUATION OF COUNSELING

This section includes documents for student evaluation of counseling. The negotiated contract does not require peer evaluation.

When individual appointments are scheduled, each student is given a card which is a combined appointment card and evaluation form. The student is encouraged to complete the card at the end of the appointment and drop it in a color-coded locked box at the exit doorway. The data are analyzed and reported in a summary form as shown.

The five criteria on Side B represent the "lowest common denominator" found in a comprehensive study of counselor evaluation forms. The staff is most interested in getting immediate feedback from a high percentage of students. For these reasons a more formal, empirical evaluation instrument was discarded in 1978/79. The present system yields a 50 to 60% return, short response time and elimination of mailing costs.

(SIDE A) GROSSMONT COLLEGE SAMPLE DOCUMENT: STUDENT APPOINTMENT/EVALUATION CARD

YOUR COUNSELING APPOINTMENT IS FOR:

DATE: _____

TIME: _____

COUNSELOR: _____

(If you are unable to keep this appointment, please call 465-1700, Ext. 275, to cancel.)

* * * * * * * * *

We need your help in evaluating our counseling services. After your appointment, please answer the questions on the front and back of this card and drop it in the box by the lobby exit.

Thank You.

* * * * * * * * *

1. I came in primarily for: Educational Counseling ____
   Personal Counseling ____
   Career Counseling ____
   Other (need not explain) ____

2. This is my 1st____, 2nd____, 3rd____, or more ____ appointment with this counselor this semester.

3. Was the counselor on time? YES _____ NO _____

4. I would recommend this counselor to others?
   YES _____ NO _____

* * * * * * * * *

WE VALUE YOUR COMMENTS. PLEASE USE THE SPACE BELOW:

_____

_____

_____

_____

(OVER)

SIDE B

THIS COUNSELOR WAS:

	YES	NO
CONSIDERATE	_____	_____
GOOD LISTENER	_____	_____
HELPFUL	_____	_____
INTERESTED IN ME	_____	_____
KNOWLEDGEABLE	_____	_____

OVERALL, I FEEL THIS COUNSELOR IS:

EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	INADEQUATE	DO NOT CARE TO RESPOND
_____	_____	_____	_____	_____	_____

* * * * * * *

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

_____

_____

lea
7/18/79

SAMPLE DOCUMENT: SUMMARY OF STUDENT EVALUATIONS

Guidance Services
"Let's make time for a heart to heart talk."

STUDENT EVALUATIONS
COUNSELING APPOINTMENTS
Fall - 1980

N =	A 77	B 62	C 74	D 115	E 132	F 97	G 3*	H 130	I 218
COUNSELING TYPES: (%)									
Educational	52	71	46	80	80	84	67	82	74
Career	44	26	20	26	29	19	33	24	19
Personal	13	13	41	9	6	6	0	4	8
Other	3	2	8	3	5	4	0	3	5
STUDENT ASSESSMENT: (%)									
Overall									
Excellent	57	65	69	49	56	69	67	50	48
Above Average	25	23	18	38	31	18	0	33	34
Average	8	5	3	8	5	4	0	7	6
Below Average	0	0	1	2	0	0	0	1	0
Inadequate	1	0	1	1	3	0	0	1	0
Would Recommend	99	100	99	99	100	100	100	98	99
COUNSELING VARIABLES: (%)									
Considerate	83	92	97	97	92	94	67	90	88
Good Listener	82	92	95	92	88	92	67	85	86
Helpful	86	90	92	95	89	95	67	88	89
Interested in Me	86	89	92	90	86	89	67	81	81
Knowledgeable	84	87	92	94	88	87	67	85	88

*Counselor G - 50% Contract including 3 units Part-of-Load; + 3 units Extra-Pay.

APPENDIX -- SECTION H

NOTES ON

DATA COLLECTION AND PROJECTIONS

The system generates a substantial amount of paperwork, most of which is managed by clerical staff. When using these data it is important to remember that they are not collected for the purpose of pure research, but for the reasonable projection of trends, formative evaluation of services and effective utilization of staff. It is not necessary to have 100% accuracy; it is only necessary to see the "broad sweep" of activity. In the documents in this section we live comfortably with an error of 3-5%, usually in the "plus" direction, since some students do not "check in" at the counter.

The first document shows the daily approximation of telephone calls, drop-in visits and individual appointments. These are simple calculations made by the office staff on the master schedule. The night clerk makes the tally at the end of each work day and the office supervisor presents the data to the Dean in the format shown. These documents are useful in planning group counseling, workshops, Career Day, College Fairs, advertising and other promotions by graphically depicting the time to avoid auxiliary activities as well as when to offer them.

The pie chart helps clarify for faculty, administrators and others how counselors spend their time. It has been one of our most effective documents in helping others understand the counseling function.

A survey of retention of Personal Development courses was developed in response to on-going criticism that such courses were not needed. Student demand for such courses is steady and the retention is 92%.

Included is a sample of formative evaluation which improves existing services. The instrument can be used for any service. We always administer it following new student advising (orientation) and registration.

SAMPLE DOCUMENT: MONTLY STATISTICS REPORT FOR COUNSELING CENTER

MONTH AUGUST - 1980

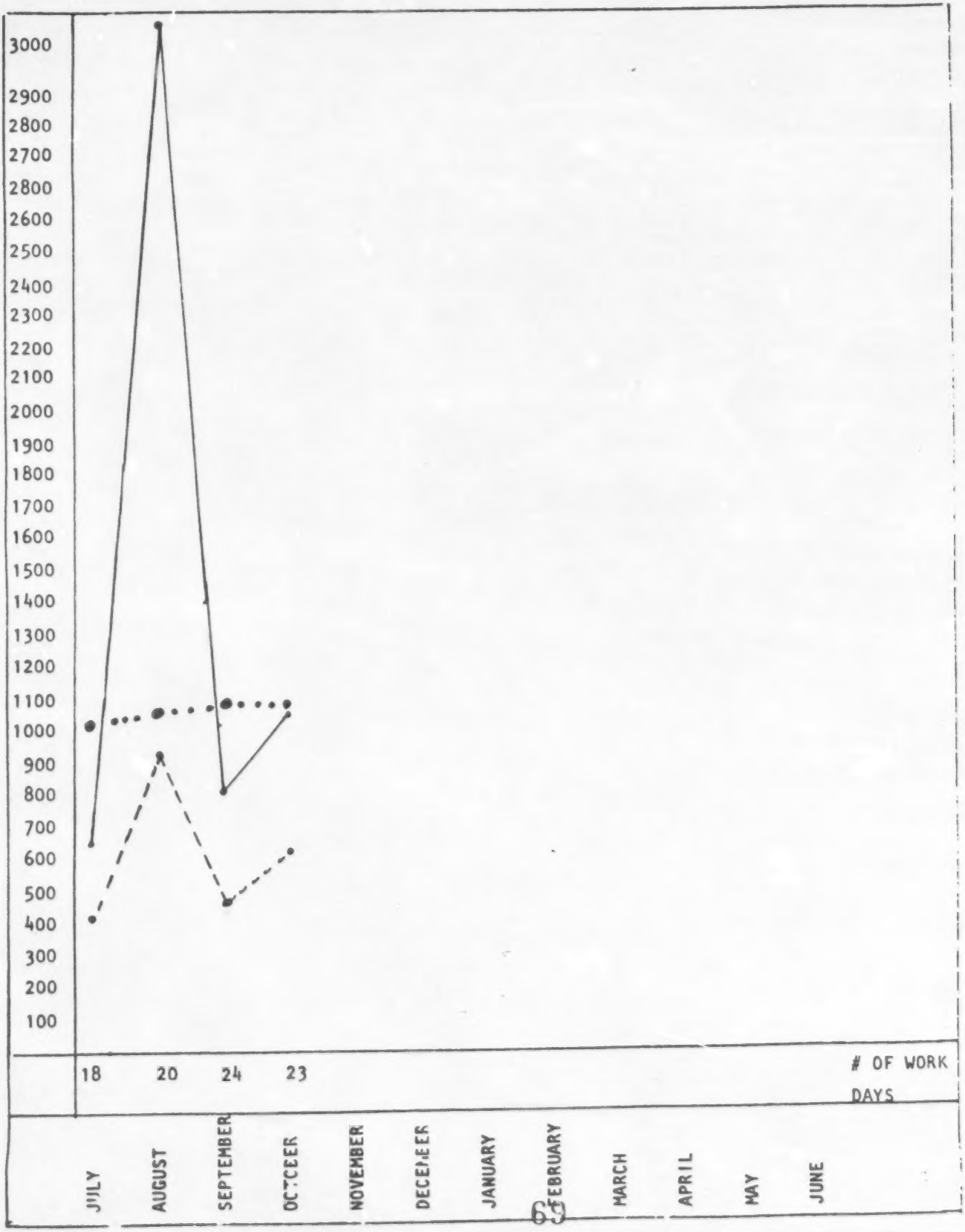
M	T	W	Th	F
APPOINTMENTS: ____ DROP-IN: ____ TELEPHONE: ____	APPOINTMENTS: ____ DROP-IN: ____ TELEPHONE: ____	APPOINTMENTS: ____ DROP-IN: ____ TELEPHONE: ____	APPOINTMENTS: ____ DROP-IN: ____ TELEPHONE: ____	APPOINTMENTS: ____ DROP-IN: ____ TELEPHONE: ____ (END OF 4-DAY WEEK)
APPOINTMENTS: 55 DROP-IN: 52 TELEPHONE: 27	APPOINTMENTS: 7 DROP-IN: 106 TELEPHONE: 35	APPOINTMENTS: 7 DROP-IN: 110 TELEPHONE: 27	APPOINTMENTS: 6 DROP-IN: 143 TELEPHONE: 32	APPOINTMENTS: 20 DROP-IN: 37 TELEPHONE: 25
APPOINTMENTS: 76 DROP-IN: 122 TELEPHONE: 70	APPOINTMENTS: 115 DROP-IN: 103 TELEPHONE: 62	APPOINTMENTS: 89 DROP-IN: 137 TELEPHONE: 112	APPOINTMENTS: 95 DROP-IN: 166 TELEPHONE: 108	APPOINTMENTS: 32 DROP-IN: 82 TELEPHONE: 44
APPOINTMENTS: 53 DROP-IN: 136 TELEPHONE: 51	APPOINTMENTS: 106 DROP-IN: 152 TELEPHONE: 55	APPOINTMENTS: 79 DROP-IN: 155 TELEPHONE: 42	APPOINTMENTS: 87 DROP-IN: 145 TELEPHONE: 84	APPOINTMENTS: 30 DROP-IN: 48 TELEPHONE: 48
APPOINTMENTS: 45 DROP-IN: 133 TELEPHONE: 62	APPOINTMENTS: 70 DROP-IN: 136 TELEPHONE: 58	APPOINTMENTS: 92 DROP-IN: 85 TELEPHONE: 32	APPOINTMENTS: 66 DROP-IN: 72 TELEPHONE: 26	APPOINTMENTS: 35 DROP-IN: 54 TELEPHONE: 34

TOTAL APPOINTMENTS: 1,155
TOTAL DROP-INS: 2,064
TOTAL TELEPHONE CALLS: 934

SAMPLE DOCUMENT:
MONTHLY STATISTICAL REPORT FOR COUNSELING CENTER
(GRAPH)

Code: . . . . Counseling Visits
_____ Drop-In Counseling
- - - - - - - Counseling Phone Calls

INDIVIDUAL AND DROP-IN COUNSELING VISITS 1980-81



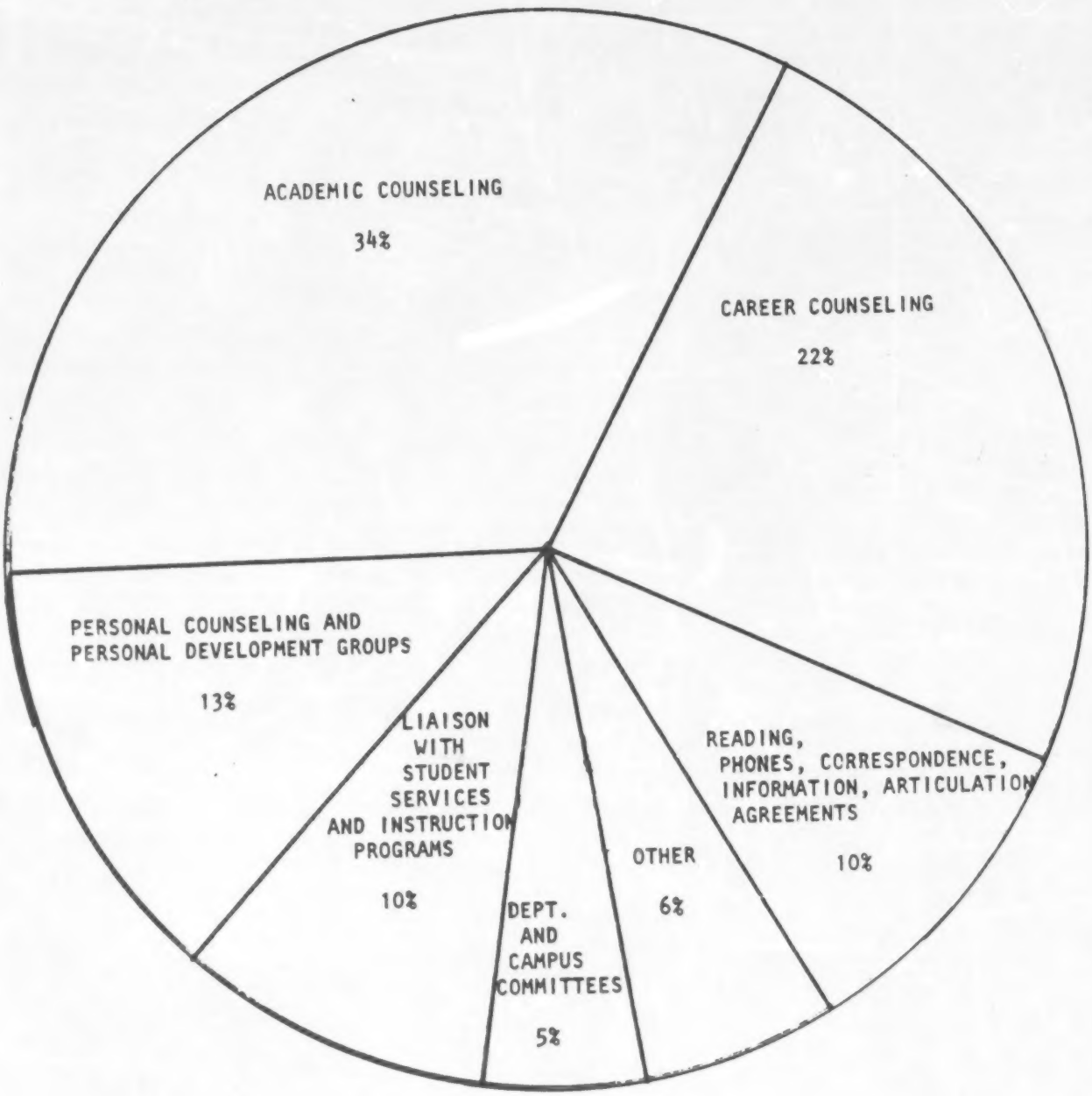
SAMPLE DOCUMENT: (GRAPH)

MONTHLY STATISTICAL REPORT FOR COUNSELING CENTER

INDIVIDUAL AND DROP-IN COUNSELING VISITS 1979-80

Code: .....Counseling Visits
_____Drop-In Counseling
-----Counseling Phone Call

SAMPLE DOCUMENT: THE COUNSELING FUNCTION (HOW COUNSELORS SPEND THEIR TIME)



DATE: October 27, 1980

SAMPLE DOCUMENT: COUNSELOR WORK SCHEDULE

TO: COUNSELORS

FROM: Del M. Anderson

SUBJ: COUNSELOR WORK SCHEDULE

I. STUDENT CONTACT: 20 hours/week (minimum)

A. Individual Appointments
B. Lobby Counseling
C. Personal Development Groups
D. Short-term Groups
E. Drop-in - office
F. Articulation Team - High School

II. RELATED DUTIES: 3-5 hours/week

A. Office correspondence: inter-office, campus and regular mail, phone calls
B. Library research, previewing film, etc.
C. P.D. preparation excluding extra pay classes
D. Campus activities: liaison with divisions, conferences with counselors, faculty, staff

III. SPECIFIED RELATED DUTIES: (Examples) 5-7 hours/week

(to be specified on work schedule)
A. Discipline-sanctioned committees
B. Faculty Senate
C. Professional conferences (Dean-approved)
D. Conferences with Dean
E. Advisory committees
F. Release time/GCTA as specified in contract
G. Staff meeting - Wed. 1-2:30
H. Committee hour
I. Campus-based programs - re-entry, EOPS, faculty meeting, etc.
J. Off-campus activities (Dean-approved)

IV. ANY HOURS NOT FILLED WITH GENERAL OR SPECIFIED RELATED DUTIES TO BE OPEN FOR INDIVIDUAL APPOINTMENTS OR LOBBY COUNSELING.

V. FOR PERSONS WORKING FOUR-DAY WEEK, SPECIFY "4-DAY WEEK" ON THE FIFTH DAY. DISCONTINUE USE OF "RELATED DUTIES", "DEPT. RESEARCH", ETC. (Counselors working a "4-day week" will work at least one evening per week as part of load.)

jw
Adopted 10/22/80

cc Sam Ciccati

SURVEY OF RETENTION IN COUNSELING PERSONAL DEVELOPMENT (PD) GROUPS

Rev. 2/10/81

FALL 1979	ENROLLMENT Max.	Beg.	End
PD 110 (2000) World of Work: Voc. Decision-Making	20	19	13
PD 110 (2001) --see above--	20	10	7
PD 110 (2002) --see above--	20	20	15
PD 110 (2003) --see above--	20	18	16
PD 117 (2004) Career Exploration: Discovering Alternatives	20	21	19
PD 117 (2005) --see above--	20	18	15
PD 120 (2006) Peer Counseling	30	25	25
PD 122 (2007) CPR	20	25	25
PD 122 (2008) CPR	20	24	17
PD 122 (2009) CPR	20	24	19
PD 122 (2010) CPR	20	25	21
PD 125 (2011) Multimedia First-Aid	20	24	25
PD 125 (2012) Multimedia First-Aid	20	27	29
PD 199 (Special Projects)	--	14	14
PD 299s			
(2023) Assertion: Goal-Setting	20	35	32
(2025) --see above--	20	13	10
(2024) Confronting Loneliness and Isolation	20	14	13
(2028) Knowing Woman: Understanding the Changing Woman	20	20	19
(2034) Learning More About Yourself	20	11	12
(2029) Learning: The On-Going Vocation	20	19	19
(2021) Orientation to College for the Re-Entry Student	20	18	14
(2022) Study Skills	20	18	14
(2026) Study Skills	20	29	22
(2031) Study Skills	20	18	18
(2032) Study Skills	20	25	25
TOTALS		514	458
PERCENT RETENTION			89%
SECTIONS	24		

SPRING 1980	ENROLLMENT Max.	Beg.	End
PD 110 (2000) World of Work: Vocational Decision-Making	22	24	23
PD 110 (2001) --see above--	22	22	21
PD 117 (2002) Career Exploration: Discovering Alternatives	22	23	12
PD 121 (2003) Peer Counseling Practicum	20	17	11
PD 199 (Special Projects)	--	2	2
PD 299s			
(2019) Assertion: Goal-Setting	22	21	20
(2020) --see above--	22	36	37
(2016) Building Relationships	25	20	18
(2017) --see above--	25	25	19
(2022) Knowing Woman	22	34	34
(2027) Leadership	--	16	16
(2021) Learning: The On-Going Vocation	22	14	14
(2024) On Becoming an Educated Person	22	26	18
(2018) Orientation to College for the Re-Entry Student	22	15	12
(2011) Study Skills	20	13	12
(2012) Study Skills	30	35	30
(2013) Study Skills	30	21	18
(2014) Study Skills	30	29	29
(2015) Study Skills	30	44	44
(2028) Women in Science, Business & Technology	20	26	25
(2029) --see above--	25	54	55
(2031) --see above--	25	23	22
TOTALS		540	491
PERCENT RETENTION			91%
SECTIONS	21		

FALL 1980	ENROLLMENT Max.	Beg.	End
PD 110 (2000) World of Work: Vocational Decision-Making	20	20	20
PD 110 (2001) --see above--	20	23	16
PD 110 (2002) --see above--	20	21	21
PD 110 (2003) --see above--	20	27	25
PD 110 (2038) --see above--	20	32	30
PD 110 (2052) --see above--	20	18	20
PD 116 (2004) Dynamics of Relationships	20	25	26
PD 117 (2005) Career Exploration: Discovering Alternatives	20	24	21
PD 117 (2006) --see above--	20	16	9
PD 120 (2007) Peer Advising	30	13	13
PD 140 (2008) Beg.Sign Language	30	35	38
PD 141 (2009) Int.Sign Language	20	20	34
PD 199 (Special Projects)	--	8	11
PD 299s			
(2028) Assertion: Goal-Setting	20	26	26
(2029) --see above--	20	24	24
(2049) --see above--	20	22	22
(2034) Building Relationships	20	23	13
(2050) --see above--	20	24	15
(2035) Leadership	--	16	6
(2026) Of Man & Woman: Understanding Each Other	20	18	15
(2027) --see above--	20	17	16
(2024) On Becoming an Educated Person	20	18	17
(2036) Orientation to College for the Re-Entry Student	20	19	18
(2030)/MATH 299(5498) Overcoming Fear	20	14	21
(2031)/MATH 299(5499) of Math	20	11	26
(2015) Study Skills	30	24	20
(2016) Study Skills	30	31	31
(2017) Study Skills	30	30	28
(2018) Study Skills	30	36	34
(2019) Study Skills	30	24	19
(2020) Study Skills	30	40	28
(2021) Study Skills	30	26	20
(2045) Study Skills	20	18	15
(2032) Women in Science, Bus. & Tech.	20	12	11
(2033) --see above--	20	26	27
TOTALS		781	736
PERCENT RETENTION			94%
SECTIONS	35		

SAMPLE DOCUMENT: EVALUATION OF EXISTING SERVICES cc: Dr. Sam Ciccati

DATE: January 21, 1981

TO: COUNSELORS, OFFICE STAFF, PEER ADVISORS

FROM: Del Anderson

SUBJ: NEW STUDENT ADVISING & REGISTRATION IMPROVEMENT SURVEY

Please take a few moments today and jot down ideas that occur to you regarding your experiences during the last three weeks:

THINGS THAT WORKED WELL or THAT YOU PERSONALLY LIKED:

THINGS THAT COULD BE IMPROVED or HERE'S ANOTHER IDEA:

YOUR NAME*	PROBLEM LIST	PROPOSED SOLUTION
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

*In case I need to discuss your ideas in further detail.

GROSSMONT COLLEGE

PROGRAM: PERSONAL DEVELOPMENT (COUNSELING/GUIDANCE)

Semester	No. sections	Enrollment first census	Enrollment ending	WSCH	Full-time Faculty*	No. sections full-time*	Part-time Faculty	No. sections part-time & overload PT	OL	Total FTE	ADA	COST/ADA
Fall 76	18	406	343	1165	1.3	13	1	3	2	1.6	35.3	$ 779
Spring 77	23	720	565	2901	2.8	17	3	5	1	3.4	30.4	
Fall 77	20	425	365	934	2.0	9	4	5	6	2.8	28.3	771
Spring 78	18	406	327	933	2.5	13	3	2	3	2.9	28.2	
Fall 78	16	398	346	764	1.2	8	3	4	4	1.7	23.1	651
Spring 79	31	815	678	983	1.8	8	4	7	16	2.2	29.8	
Fall 79	24	512	435	560	1.4	7	5	9	8	1.7	17.0	832
Spring 80	21	552	489	640	1.4	6	3	8	7	1.9	19.4	

School year	No. courses in catalog	Certificated salaries contract	Certificated salaries pt	Classified sal. contract	Classified sal. hourly	Supplies	Contract services	Capital	Total Expenditures
76-77	7	$ 41.814	$ 5,624	$ 2.578	$ 315	$ 97	$ 750	0	$ 51.178
77-78	7	31.351	8,254	2,722	380	115	750	0	43.572
78-79	10	20,911	8,532	3,666	476	113	750	0	34,448
79-80	10	16,979	7,922	3,626	672	240	863	0	30,302

*Part of Counselors' load.

GROSSMONT COLLEGE - GUIDANCE SERVICES: Counseling

SEMESTER	Individual Appointments	Drop-Ins	Telephone Counseling	Personal Development Groups/WSCH	# Students: Small Groups Counseling	# Students New Student Orientation Groups/%	# Students Registration: Counselors & Peer Aides	High School College Credit	TOTAL STUDENT CONTACTS		
Fall 76											
Spring 77											
Fall 77											
Spring 78											
Fall 78	5,157	7,712	5,046	764	365	1,900/40%	6,500	93	27,537		
Spring 79	4,469	9,415	8,145	983	2,395	1,700/64%	7,000	156	34,263		
Fall 79	5,141	6,338	1,652	560	860	1,700/48%	6,300	170	22,721		
Spring 80	4,782	4,038	2,624	640	3,385	2,000/79%	6,450	82	24,001		
Fall 80	6,155	5,949	3,345	1066	1,155	1,880/61%	7,220	73	26,843		
Spring 81											
Fall 81											
Spring 82											

School Year	Counseling Hours Available	Counselors Salaries Contract	Certificated Salaries Part-Time	Classified Salaries Contract*	Classified Salaries Hourly	Supplies	Contract Services	Capital Outlay	TOTAL EXPENDITURES
76-77	18,968	408,261	42,976	34,566	6,295	1,945	1,500 - GIS 720	--	496,263
77-78	19,096	397,347	42,888	36,114	7,607	2,308	1,500 - GIS 501	615	488,880
78-79	16,216	418,214	34,121	42,077	4,429 5,081 - VEA	2,258	1,500 - GIS 552	186	508,418
79-80	15,656	431,900	5,805 - VEA 38,488	45,486	2,832 - VEA 10,595	713 - VEA 4,085	1,725 - GIS 83 - VEA	--	541,712
80-81	16,064	486,480	41,578	48,259	8,045 - ARC 8,340	3,213	2,130 - GIS 288	--	614,397
81-82									

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